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ABSTRACT

This action research project implemented and evaluated a program to motivate students to learn through multiple intelligences, cooperative learning, and positive discipline. The targeted population consisted of students in kindergarten, fourth grade, and sixth grade at two grade school and one middle school sites. Evidence of lack of motivation among these students was found in teacher observations; student interaction and communication with peers and teachers; teacher assessment of daily work; observation of student projects during whole class, independent, and cooperative learning sessions; and report cards/midterms and other checklists that indicate academic and work habit performance. During the 16-week intervention, the teachers implemented teaching strategies consistent with cooperative learning, multiple intelligences, and positive discipline to create a child-centered, motivating, positive, safe, and trusting environment. During the intervention, students participated in pre- and post-intervention interviews, weekly student inventories, and anecdotal record keeping. Data indicated that the program reduced inappropriate behaviors and increased student motivation. Teacher/researchers' time correcting misbehavior was reduced, leaving more time available for academic instruction and resulting in student academic and personal growth. Twenty-two appendices include student interview forms, lesson plans, and instructional materials. (Contains 33 references.) (HTH)

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# MOTIVATING STUDENTS TO LEARN THROUGH MULTIPLE INTELLIGENCES, COOPERATIVE LEARNING, AND POSITIVE DISCIPLINE

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## Abstract

This action research project focused on motivating students to learn through multiple intelligences, cooperative learning, and positive discipline. The students were involved in action research for a sixteen-week period.

The teachers implemented various teaching strategies and analyzed student motivational growth during the research project. Various collection tools were utilized. Students participated in a pre-intervention interview, weekly student inventories, anecdotal record keeping, and post intervention interviews.

Motivation is an extremely important element that can enhance or hinder the success of a student's educational experience. Strategies implemented by the teacher affected the student's learning process. The teachers involved created a child-centered, motivating, positive, safe, and trusting environment where strategies were consistent for all students. These strategies were introduced at the onset of the year and were consistently implemented throughout the sixteen-week period.

This program was found to reduce inappropriate behaviors and increase student motivation. Teacher/researchers' time correcting misbehavior was reduced. In so doing, more time was available for academic instruction and resulted in student academic and personal growth.

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# Chapter One

## PROBLEM STATEMENT AND CONTEXT

### General Statement of the Problem

The students of the targeted kindergarten, fourth, and sixth grade classes lack motivation and interest in their learning process. Student engagement has taken a dramatic decline. The lack of motivation interferes with their academic growth. The lack of interest is interfering with their ability to perform. Evidence for existence of this problem includes teacher observation; student interaction and communication with peers and teachers; teacher assessment of daily work; observation of student projects during whole class, independent, and cooperative learning groups; report cards/midterms and other checklists that indicate academic and work habit performance.

### Immediate Problem Context

This action research is being carried out in two public grade schools, one of which has entered into a partnership with a private corporation, and one

public middle school. The targeted schools will be designated as Site A, Site B, and Site C. They will be described below.

**Site A**

The targeted primary school is located in the northwestern part of a large urban area in the Midwest. The two story brick building was built in the 1940's. There are 19 classrooms, a gymnasium, kitchen, and a library. The grounds are surrounded by a grassy field area. All areas of the school are utilized.

The total student population is 340 and is composed of 64.1% Caucasian, 30.3% African-American, 4.1% Asian/Pacific Islander, and 1.5% Hispanic students. Thirty percent of the students are from low-income families who are receiving public-aid. Limited-English Proficient (LEP) students account for 2.1% of the population at Site A. Attendance patterns include a mobility rate of 17.7%, chronic truancy is 0%, and the attendance rate is 96.2%.

There are 43 people on staff at Site A. The class size at Site A average 17.7 in kindergarten, 19.3 in grade one, and 19.7 in grade three. Instructional expenditure per pupil is $3,462, and the operating expenditure per pupil is $6,492.

There are three classrooms per level K, 1, 2, 3, and 4. Each grade level, excluding kindergarten, includes two self- contained classrooms, and one inclusion classroom. There is one regular division teacher plus a special education teacher in each one of the inclusion classrooms.

Site A staff consists of 1 principal, 1 full-time secretary, 2 autistic support teachers, 1 full-time music teacher, 2 part-time science teachers, 1 full-time

librarian/technology teacher, 6 aides, 2 custodians, 4 lunch aides, 5 special education teachers, a speech pathologist, and 18 regular division teachers.

The gender and racial make-up of the staff is 8% male, 92% female, 89% Caucasian, and 11% African-American. The average years of experience among the teachers is 16.3 years with 38% of the teaching staff having earned a master's degree or beyond. The average teaching salary is $37, 865 (School Report Card, 1998).

Site A buses in students from a housing project located in the nearby inner city. These students come from low-income families. Site A offers after school reading programs, Urban League Education Programs, Boy Scouts, Girl Scouts, Student Council, tutoring, and the Polite Is Right Program.

Site A students attend school five times a week from 8:40-3:15. Students attend science twice a week for a 45-minute period. They attend music for 45 minutes twice a week. Students also attend library and PE once a week for 45 minutes. The gym also serves as the lunchroom.

Site A classroom has an average of 22 students. The classroom is categorized as an inclusion room with student's reading needs being met by leveled reading, and math needs being met through resource assistance. The students are in contact with four different teachers daily. Students move to other classes three times each day. The classroom contains one IBM compatible and three Apple Imac computers.

## Surrounding Community

The suburban community surrounding Site A is located 15 miles north of the inner city and it has an area of 4.6 square miles. A large river and farmland border the community. It is in the heart of the business/shopping district of the city. There are many private schools, churches, and businesses surrounding the school. Surrounding businesses have adopted the school in a special Adopt-A-School-Program. The parent organization has been very instrumental in providing much of the technology available to the students. The community is involved and concerned with the school's well being.

The population of the community is 30,000 and is composed of 64.6% Caucasian, 28.3% African American, 5.8% Asian/Pacific Islander, and 1.3% Hispanic citizens. The median family income is $45,687. Thirty-six percent of the population hold college degrees. A city council and mayor run the local government.

Both Site A and B share the larger city environment, in a mid-size city with a population of 183,554 and a 620 square mile area. In the past decade the population has decreased 8%. Approximately 77% of the city's population is Caucasian, 21% African/American, and the remaining 2% are Hispanic, Asian/Pacific Islander or Native American. There are approximately 45,000 households of which 30% have children under the age of 18 living in the home. The average income is $35,000 with 18% of the population living below the poverty level. Of the estimated 4,284 families living below poverty level, 2,077

have public assistance income. The educational levels of the residents over the age of 25 are 77% with a high school diploma and 19.5% with a college degree.

A major river on one side and productive farmland on the other three sides border the city. The northern and western edges of the city have seen a great deal of expansion. The community has several major manufacturing businesses, three major hospitals, a retail mall, and many strip malls. Other important employers in the city include the school district, an electric company, a private university, a medical school, and an employee owned newspaper. The city also contains a major mental health facility, a health education center, and many health centers.

The community includes 8,362 acres of parks, a museum, and several golf courses. Transportation opportunities include twelve highways, in and around the city, three bus lines, eight railroads, and an airport, all available within minutes of the city. The city is the second largest metro area within the state.

Site B

The targeted middle school consists of grades five through eight, and is located in the southeastern part of a large urban area in the Midwest. The brick building consists of three floors and a basement. Two additions have been built since the original construction in 1902. In 1961, four classrooms, a kitchen, and a small gymnasium with locker rooms and restrooms were added. In 1963, three additional classrooms and an all-purpose room, which is primarily used as a cafeteria, were added. The building is flanked by a parking lot of one of the community's hospitals. The area in front and to one side of the building is asphalt and is surrounded by a fence. The remaining side has a small grassy

area where the school sign is located. The building is in fair physical condition and all the classrooms are presently being utilized. The library and gymnasium are inadequate for the number of students who are required to use these facilities.

The population of the targeted school is 382 according to the 1998 School Report Card. Seventy-seven percent of the student population are African-American, 21% Caucasian, 1% Asian/Pacific Islander and 0.3 Hispanic. The population is almost equally divided between boys and girls. Approximately 25% of the students pay to ride the bus with the remaining students walking or using other transportation.

The student mobility rate is 55%, which is higher than the district average of 32%. The student attendance rate is 90.8% compared to 92.4% in the district. The chronic truancy rate is 3.5% compared to 6.8% for the school district. The school qualifies as a Title 1 school with 85% of the students receiving free or reduced priced lunches. Close to 70% of the students in the targeted middle school come from single parent/guardian homes with a female being head of the household.

The school is fully departmentalized for most of the programs, with the exception of the special education students who are educated in a self-contained setting. Each grade level consists of a team of four regular division teachers and at least one special education teacher. Physical education and music teachers are shared with all grade level teams. The school day consists of eight - 45

minute periods. Mid-term notices are sent after the first four weeks of each grading period and grades are reported to parents every nine weeks.

The school contains 16 regular classroom, 4 self-contained special education classrooms, a music room, a library, a science lab, a computer lab, and a gymnasium. The faculty consists of five special education teachers and 16 full-time regular division teachers. In addition to the classroom teachers, there are three physical education teachers, a full-time reading specialist, one math specialist, a part-time speech teacher, a part-time community aide, a part-time student advisory counselor, and a part-time secretary. The administrative staff consists of a principal and an administrative assistant. The school report card defines the composition of the staff is 92.3% Caucasian and 7% African-American. Twenty-five percent of the staff is male and 75.4% is female. The average number of years teaching is 15 and ranges from 1-28 years. Fifty percent of the staff have a master's degrees or higher and 10 percent are currently working toward their master's degrees (School Report Card, 1998).

The targeted school has implemented several programs to improve student behavior and enhance academic progress. A behavior incentive program is provided once every month for those students who have not received a set number of conferences, an in-school suspension, or an out-of-school suspension. Events for this program include dances, food-festivals, and special sporting events involving student and staff competitions. Other academic programs include tutoring after school, Math Counts Club, Accelerated Reader programs, art club, and a computer club. Academic incentives include honor roll,

Perfect Attendance Award, and a program called Bring Up Grades ( BUG) that encourages students to improve their grades from the previous grading period.

Site B is a seven period day school. Students move from class to class every 45 minutes. This targeted room is located on the second floor and in the oldest part of the building. Inside this room are three computers, one TV/VCR, two chalkboards, one large bulletin board and a side cloakroom for storage.

Surrounding Community

Site B is the surrounding neighborhood that consists of older homes, 52% of which are rented. The median income of families in the neighborhood is approximately $28,193 per year. The neighborhood work force consists of approximately 20% white-collar workers and 80% blue-collar workers. Ten percent of the civilian work force is unemployed.

Seven percent of the surrounding neighborhood has an education level of ninth grade education, 18% have some high school education, but did not graduate, 32% have a high school diploma, 19.5% have some college education, 6% have an associate's degree, 10% have a bachelor's degree, and 4% have a graduate or professional degree.

The racial/ethnic origin of the surrounding neighborhood is approximately 75% Caucasian, 23% African/American, and the remaining 2% is Hispanic, Asian/Pacific Islander, or Native American. The above statistics were obtained from the school's 1998 School Report Card.

District Information

The targeted school's local district serves 16, 221 students. Of these students 1,727 are special education students. It includes four high schools, and an alternative high school, 12 middle school (grades 5-12), and alternative middle school, 15 primary schools, a K-8 magnet gifted school, and adult education center, a diagnostic learning center, and a school for severely handicapped students. The district also provides an extended day school for students who have been removed from the regular schools. Of the four high schools, three provide special academy classes that guide students into careers. The three high schools focus on health, business, and technology professions. The total number of teachers is presently 1,042 of which 24.6% are male and 75.4% are female. The racial/ethnic background of these teachers is 92.3% Caucasian, 7.0% African/American, 0.4% Hispanic, and 0.4% Asian/Pacific Islander. Approximately 50.5% of the teachers have master's degree or above and 49.4% have bachelor's degrees. The average years teaching experience is 15.3 years. The pupil-teacher ratio is 21:1:1 at the elementary level and 19:1:1 at the high school level. The average teacher salary for the district is $38,725 and the average administrator salary is $66,483. The operating expense per pupil is $6,492 and the district's total expenditure was $103,855,558 for the school year.

The racial/ethnic make-up of the students in the district is 52.7% African/American, 43.6% Caucasian, 1.9% Asian/Pacific Islander, and 0.1%

Native American. Approximately 55.8% of the students are considered low income.

**Site C**

The grade school building was built in 1955. Since this time there have been many additions due to the school's growth. In 1957 four classrooms and office were added, 1965 a gym and cafeteria, 1985 four classrooms and an office, 1993 a band room, library, and junior high addition, and finally 1996 an entire extra wing that houses 5$^{th}$-6$^{th}$ grade was added.

The school building has added many other additions, due to the growth and needs of the students. In 1990 an latchkey program was established, 1994 the school began a breakfast program for before school meals, and in 1998 a Bright Futures – preschool program began.

The targeted kindergarten classroom in which the problem exists is located in a K-8 building with a population of 495. The school is 100% Caucasian ethnicity. The families within the school district are 9.7% low income and 0% are LEP. The school's attendance rate is 96.4%, mobility 3.7% and chronic truancy 1.8%.

The K-8 building has 30 teachers. There are also 25 support personnel. Five of the employed staff are male and 51 female. The average years of teaching experience are 13.7 years. Of these teachers 18.4% hold a master's degree or above. The average teacher salary is $36,672 and the average administrative salary is $74,185.

The pupil-teacher ratio is 20:4:1 and the pupil certified staff ratio is 15:5:1. The pupil-administrative ratio is 346:5:1. The average class size is 24.5 students in Kindergarten, 26 students in grade one, 19.5 students in grade three, 31 students in grade six, and 19 students in grade eight.

Each student attends PE daily, music 4 times per week and Library 1 time per week. These extra classes are instructed by certified teachers in that specialty. The targeted kindergarten classroom is an all day program. The district has had all day kindergarten for 12 years. The kindergarten classroom has a formal reading and math series.

District Information

This building is one of only two buildings in the district. Ninth through twelfth grades are in a building located across the road from the grade school. The high school has 200 students and the entire district's population to be 695. The district was state runner up in the state scholastic bowl competition in 1994. It has also been the county scholastic bowl champion twice in the past ten years. Their high school curriculum is on a Block Eight schedule. The high school also has two Internet accessible computer labs as well as many classrooms with individual access to computers. The average teacher salary for the district is $36,672 and the average administrator salary is $74,185.00. The operating expense per pupil is $4,269 and the district's total expenditure was $3,510,687 for the school year.

The targeted classroom is a regular division self-contained classroom. Academics are taught in the morning and social skills and learning centers are

used strictly in the afternoon. The class has three IBM compatible computers with daily opportunity for individual computer activity. There is one teacher and one assistant who are in the room approximately seventy minutes per day. The class has high school students who mentor every other day.

## Surrounding Community

The school is located in a rural setting in the middle of farmland. It is 22 miles from a large city. It is also located next to an interstate.

The surrounding neighborhood consists of mostly older homes, however in the past year or so there have been 5 new subdivisions added to the district. Most of these homes/lots cost $100,000 - $200,000.

Within the town in which this school is located are many small businesses, such as a hardware, pharmacy, video store, grocery store, laundromat, gas station, insurance agency, and bank. A convenient store was recently added. There is one major corporation in the town. Most of the towns' occupants are employed in the nearby large city.

There are many churches and organizations in the town. Children and families are involved in their church functions, 4-H, Boy Scouts, Girl Scouts, and the school and summer sports programs. Parental involvement and support is very high from the community to the school district. The school maintains an open door policy with the community and parents.

## National Context of the Problem

The problem of lack of motivation from students and lack of student engagement has generated concern at the state and national levels as addressed in the researched articles.

Studies show that classrooms that base reinforcement on extrinsic rewards are actually hindering classroom motivation. Alfie Kohn, 1995, states in, Punished by Rewards; "Teachers should provide an engaging curriculum and a caring atmosphere so kids can act on their natural desire to find out". Teachers are actually aiding in the decline of student motivation by thinking it is necessary to "reward" students to do something. In reality, research states that the more you reward someone for doing something, the less interested that person will be in doing what they were rewarded to do. Often a teacher means "compliance" instead of "motivation". Teachers seek compliance from their students rather than choosing to motivate their students to avoid misbehaviors. (Brandt, 1995)

Research findings state that students hate work that is repetitive, that requires little thought, and work they are forced to do by others. Work that students find engaging and that motivates them allows them to express their creativity, stimulates their curiosity, and fosters positive relationships with their teacher and peers (Strong, Silver, 1995).

Often student motivation is decreased when teachers fail to appreciate student uniqueness. Teachers must remember that there is not one right answer and that there are many ways to accomplish one goal or task. Tasks and projects need to be personalized to motivate and interest students. (Dodd, 1995)

Another factor that has shown to decrease student engagement and motivation is cultural and language differences. Students of LEP and low-income families who have scored low on assessments are more prone to becoming dropouts. Andrea and Hakim (1995) suggest, "We believe that as children identify and solve problems and address actual challenges, their efficacy and self confidence grow". An increase in student self confidence naturally leads to increased motivation, engagement, and desire to learn.

Research also finds that motivation is inseparable from student culture. "Emotions influence our motivation and in turn, our emotions are socialized through our culture – the deeply learned influence of language, beliefs, values, and behaviors that pervade every aspect of our lives", as stated by Wlodkowski and Ginsberg in A Framework for Culturally Responsive Teaching, (1995).

Classrooms most often focus on "ability" instead of learning. Teachers need to emphasize achievement, not ability. Classrooms that are learning – focused increase student motivation, student interest, and engagement (Callopy, Green, 1995).

# Chapter 2

## PROBLEM DOCUMENTATION

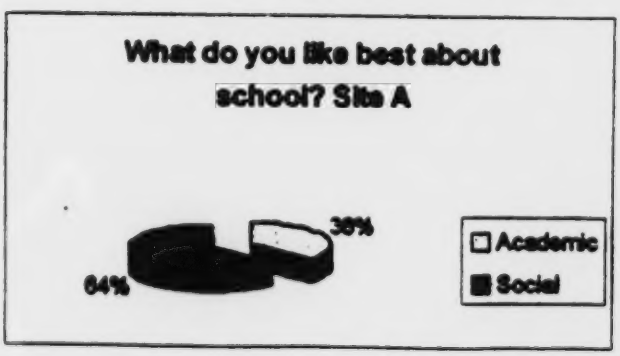
### Problem Evidence

In order to document lack of motivation of students, teacher constructed student interviews, weekly engagement inventories, anecdotal records, and teacher observations were employed during a 16 week period. Three classrooms were involved in this study: Site A – a fourth grade class, Site B – a sixth grade class, and Site C – a Kindergarten class.

A teacher written student interview was given pre-intervention at all three sites (Appendix A). The data that follows are the results of those interviews.

Question 1 of the student pre-intervention interview asked, "What do you like best about school?"

Figure 1 - student pre-intervention survey




N = 18



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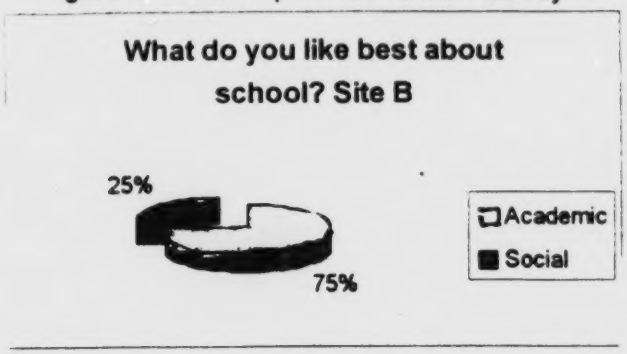
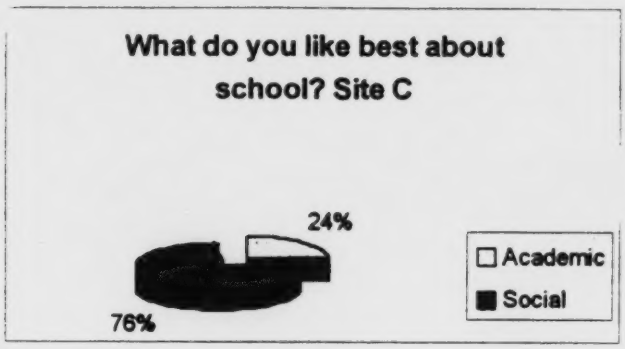
Figure 2 - student pre-intervention survey




N = 16

Figure 3 - student pre-intervention survey




N = 21

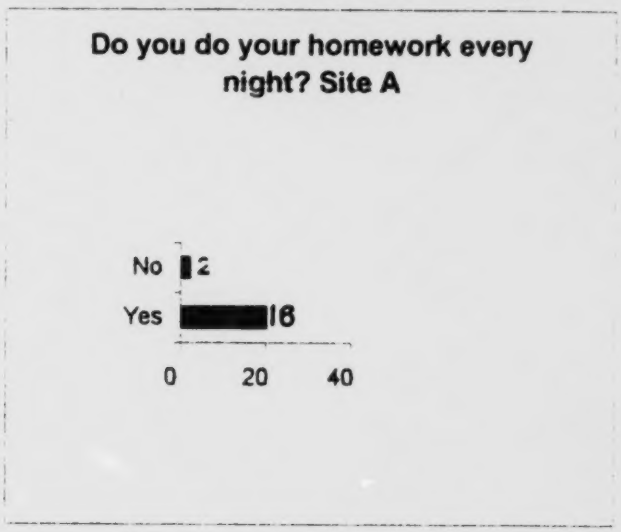
The results indicate students at Site A and Site C enjoy the social aspect of school, whereas students at Site B prefer academics. This is due to their age. fourth grade and kindergarten students prefer social interaction much more than sixth grade students. It is a much bigger part of their day, whereas sixth grade students spend much of their day formally learning.

Question 2 of the pre-intervention interview asked "How do you like to show the teacher what you have learned?". Site A students gave various responses. Many felt they like doing plays or skits for the teacher. Several also stated tests, discussion, and homework. Site B students responded most

frequently that they liked to discuss in a question/answer environment with the teacher. Other responses that were heard were turning in homework, good grades, and the ability to read. Site C students preferred to show the teacher what they have learned by making and creating projects. They also preferred to share with the entire class as in use of the "author's chair". This is an activity that allows students to share with the rest of the class their work, stories, or artwork. They take the role of the teacher during the use of "author's chair".

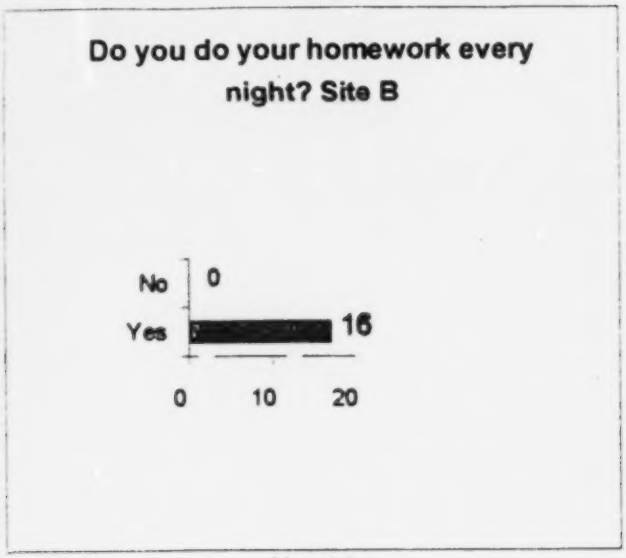
Question 3 of the student pre-intervention interview asked, "Do you do your homework every night?"

Figure 4 - student pre-intervention survey



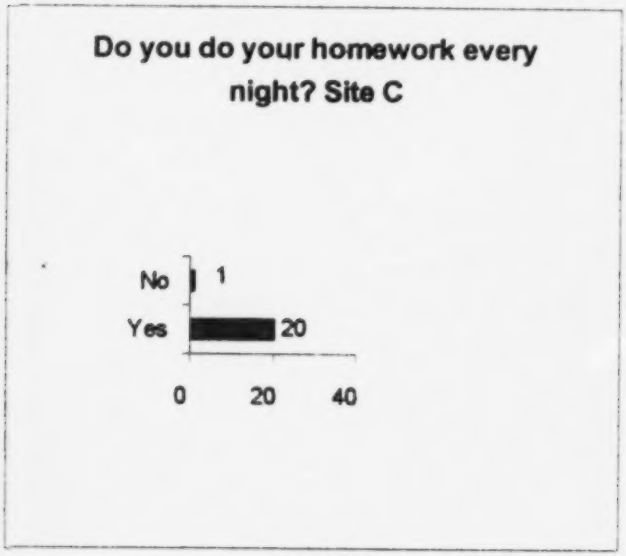

N = 18

Figure 5 - student pre-intervention survey




N = 16

Figure 6 - student pre-intervention survey

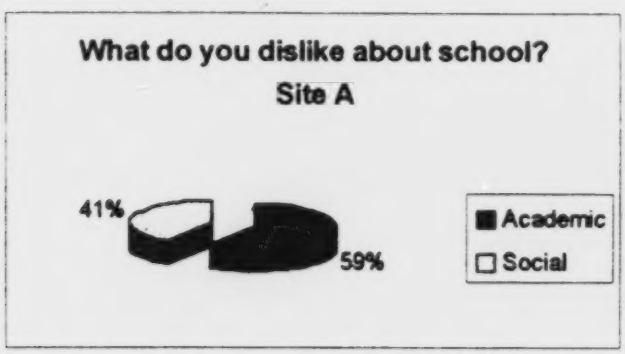



N = 21

Question 3 responses spoke loudly to the fact that students felt they were finishing their homework nightly. All of the sites reported positive feedback on Question 3.

Question 4 of the student pre-intervention interview asked, "What do you dislike about school?". The responses were either academic or social based.

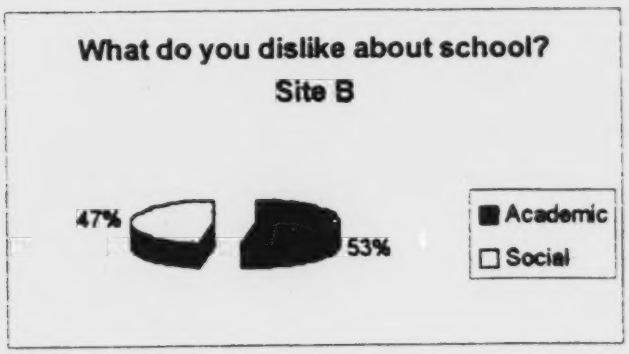
Figure 7 - student pre-intervention survey




N = 18

Site A answers consisted of three social answers. These were "getting behavior tickets", "people making fun of me", and "having no friends". Academic answers included cursive writing, spelling, and reading.

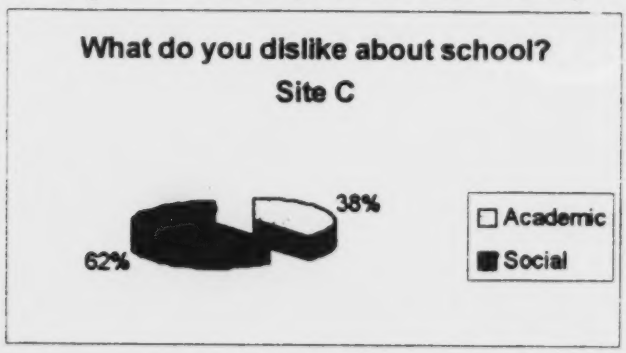
Figure 8 - student pre-intervention survey




N = 16

Site B answers consisted of social and academic answers. The social answers included wearing uniforms, peer pressure, and fighting. Academic answers were p.e. classes, workload, and math.

Figure 9 - student pre-intervention survey




N = 21

Site C answers consisted of social and academic answers. Social answers included "getting into trouble", sharing, and missing home. Academic answers were papers, math, and writing.

Site A reported that the academic part of their school day was what they disliked the most. Site B reported a larger dissatisfaction with the academic part

of the day. Site C reported a higher percentage of dislike with the social part of their day. This is largely due to the fact at site C the kindergarten teacher enforced "time-out" as a consequence of unacceptable behavior. Question 4's responses were reflective of student age.

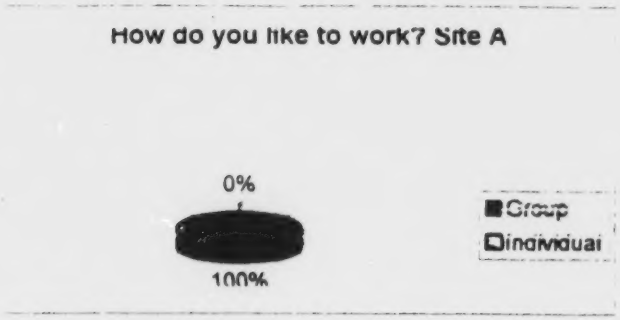
"How do you like to learn?" was question 5 of the interview. Nearly half the class at Site A responded that they like to do kinesthetic activities to learn. The rest of the class answered with a variety of responses. These include teacher instruction, listening, and seeing.

Site B reported that students like to learn through creating projects with cooperative learning groups. Other responses were reading, listening, and memorizing.

Site C students reported that they like to learn through the use of cooperative learning groups. They favored learning during centers time. The least desired way to learn was formal papers and teacher instruction.

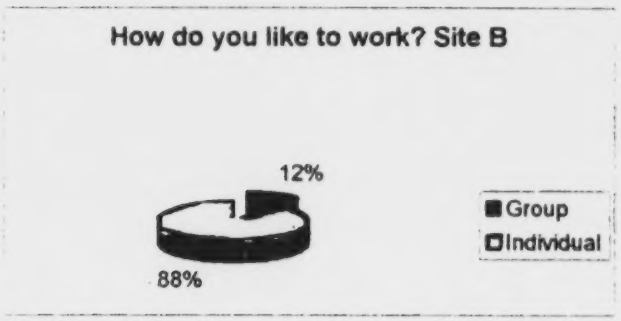
Question 6 of the interview asked, "How do you like to work?" The two choices were "group" or "individual".

Figure 10 - student pre-intervention survey



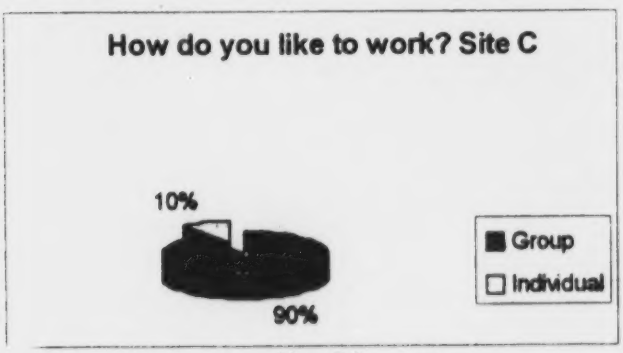

N = 18

Figure 11 - student pre-intervention survey




N = 16

Figure 12 - student pre-intervention survey

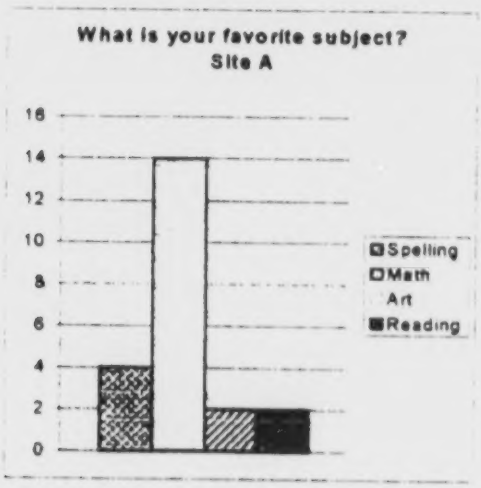



N = 21

Site A responded with unanimous preference of group work. Site B preferred individual work and Site C reported large preference for group work. This is reflective of student age again. Site C kindergarten students prefer to utilize cooperative learning groups due to their desire for constant social interaction. Site A fourth grade and site B sixth grade students preferred to be held individually accountable.

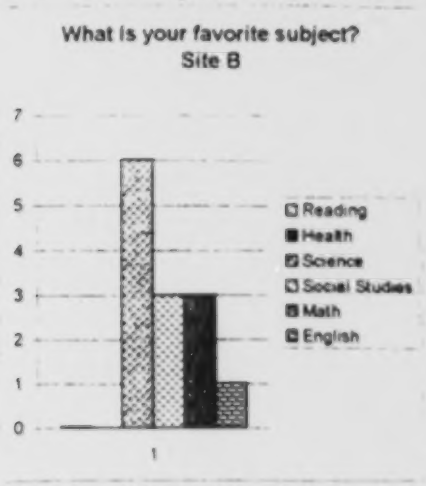
Question 7 asked, "What is your favorite subject?".

Figure 13 - student pre-intervention survey



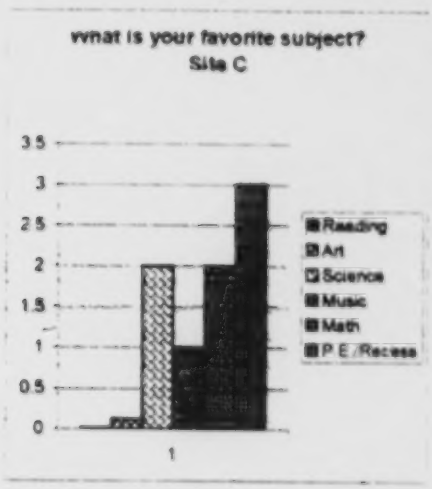

N = 18

Figure 14 - student pre-intervention survey




N = 16

Figure 15 - student pre-intervention survey




N = 21

Students at Site A find math and spelling to be their favorite subjects at school. Site B students reported that science exceeded social studies and math.

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Site C students reported that P.E./recess were their favorite subjects with math and science being their second choice.

In analyzing the data collected in our pre-intervention student interview, we found that our interventions are not only necessary, but are an integral source to motivating our students. We will be using a weekly student engagement inventory and anecdotal records to keep track of ongoing student behaviors and involvement in the research. In the conclusion of our research we will be conducting a post student intervention interview.

## Probable Causes

Evaluation and teacher observations suggest that at all three sites lack of parental involvement is one cause of lack of student motivation. Other causes are high mobility rate, low -income families, and low self-esteem.

Students' insecure feelings and the feeling of not belonging causes students to lack motivation and disconnect from their learning process. Lumsden (1994) states, "The moral basis of education is declining and no one is willing to stand up and take responsibility for the raising of our children." Lack of team building and social skills are an integral part of student's lack of motivation in the classroom

Students' lack of interest in the subject area being taught and student resistance towards teacher directed subjects could lead to low motivation and interest in the learning process. Teachers must try to understand students' perspectives and viewpoints to ensure enthusiasm towards learning. "What

elicits frustration, joy, or determination differs in all students", states Wlodkowki and Ginsberg (1995). This makes it difficult to please all students.

Teachers use of multiple intelligences can intrigue students and keep their interest peeked. Students who are not given this variation in instruction can become bored and frustrated. Normative grading, teacher directed lessons, continuous rote learning, and worksheets can lead to students developing a negative outlook on school. (Dodd, 1995)

Success measured by ability can lead to low self-esteem and dissatisfaction with school. Children who feel the whole goal of learning is to outperform others learn to resent school and become disinterested. Schools where children feel they are in constant competition do not succeed and in actual testing achieve lower than non-traditional schools where success is based on individual accomplishment. (Collopy and Green, 1995)

We all want to know that people believe in us and we are loved. Students who do not get the support they need from people who matter can develop bad attitudes toward learning. Lumsden states, "To a very large degree, students expect to learn only if they know their teacher expects them to learn. Never giving up is an attitude and state of mind that should be at the forefront of teachers' and students' educational path."

"Many students do not learn effectively or efficiently, not because they lack the ability, but because they lack productive methods of studying and learning", states Palardy. Students need to know that there are many different sources and ways to learn, and that everyone uses these strategies differently.

When students can easily learn and know material they feel successful. (Palardy, 1997)

Challenging students is a must. When students go unchallenged they become bored and tend to act out in a way that is a disadvantage to the class and teacher. They have no motivation to try because everything is too easy. They can just skim by and still be a success without any effort. Winebrenner and Berger (1994, page 23) state, "Students that are just fulfilling requirements are not asked to perform any better, but are allowed to do easy work for them".

Students' need to be extrinsically rewarded actually hinders their motivation to learn. Alfie Kohn (1995) believes that students need to be intrinsically motivated.

Teachers who forget to involve students in becoming a part of, and feeling a sense of belonging in the classroom contribute to a student's lack of motivation. This is partially due to teacher's who feel like they need to stay in control of their classroom and students (Collins, 1996)

Lack of teaching variety in the classroom leads to disengagement and dissatisfaction of students. When teachers use various techniques they are able to engage the students in their own learning process (Palmer, 1998) Teachers who keep students in an isolated, individually based learning environment are not allowing students to help one another in a group-based classroom. Teachers assume that students have the ability to work in a group,

but rarely realize that students must be taught the skills necessary to function successfully in a cooperative learning atmosphere (Anderman & Midgley, 1998).

Working in solitude can make students feel isolated and lonely even when peers surround them. People are social beings and like to be with others; young people are even more social. When a student does not feel as though his/her needs are being met, they will automatically pull back and put less effort into their work. When students are made to work alone their feeling of need diminishes over time and they begin to tune out. (Collins, 1996)

"When a child is extrinsically motivated, treats, prizes and avoidance's of punishment become the focus of learning", states Lumdsen. (1994, page 50) Students need to have intrinsic motivation where the desire to complete a task is for their own sake, not an external factor. Many students have not developed this intrinsic motivation, therefore if they are not constantly being given a treat they do not feel that they need to put any effort or pride into their work. Intrinsic motivation needs to be developed through modeling, peer interactions, and improving self-esteem. (Lumdsen, 1994)

# CHAPTER 3

# THE SOLUTION STRATEGY

## Literature Review

The professional literature addressed suggestions for increasing student motivation in the classroom through a variety of techniques. These techniques include, cooperative learning, multiple intelligences, and positive discipline.

Cooperative Learning is an intervention strategy supported by Glasser's (1986) thoughts on exciting students with the use of learning teams. He believes that this concept increases student's involvement in his or her own learning process by creating a feeling of belonging. Students should be given the power to become a leading part of the classroom. The teacher's role is only as facilitator, not dictator in the classroom.

Students need to be eased into cooperative learning activities. This should be done to make students feel comfortable. Various activities can be completed with a partner or larger groups. Teachers must use observation to evaluate student participation in cooperative group activities. (Jasmine & Jasmine, 1995)

Research shows that arranging student desk in groups or teams allows increased student interaction and team building. (Howell & Brainard, 1987)

Students who are involved with peer cooperative activities build the team concept quicker than students who work independently. When students physically have their desks next to each other, it is easier for them to interact with one another. Cooperative activities allow teams to become more active and involved in their learning. Students are able to learn and gather more information at a faster pace when they are physically placed together.

Compromise happens when students create a purposeful vision together. When the students feel they are a part of creating this vision they are encouraged to participate more which enhances their individual work. Also, working in a group requires cooperation and consensus. Students can build their team concept through exposure and successful group activities. (William, 1993)

In 1995, Strong & Silver explored the concept of emphasizing the importance of the individual accountability in a group performance. They found the use of peer assessment will increase student involvement and will ensure that students are working towards the common goal of the group. When students knew group members were evaluating them they became more involved and active participation increased. Students wanted to feel needed and accepted as a part of their group.

Peer tutoring can be used to promote mastery of material, through the use of partnerships based on ability levels. Students who have mastered the current skill being addressed can tutor students who need further development or exposure to a particular skill. The use of peer tutoring allows all students to

succeed and be active participants in their learning process. (Arreaga-Mayer, 1998)

In our culture we attempt to work cooperatively throughout our interactions with people. Students need to see the importance of learning how to appropriately cooperate and deal with other people. Cooperative learning exposes students to the interactions that they will need in future life long relationships. (Wodkowski & Ginsberg, 1995)

The environment of a cooperative classroom must encourage group work. Keeping the behavior in a cooperative classroom in control involves student participation and teacher facilitation. Formal and informal instruction can be used in a cooperative classroom. Formal instruction can still be teacher directed when students are a part of the decision making process when determining curriculum. (Bellanca & Fogarty, 1991)

Chapman and Freeman (1996), state "Once the theory of multiple intelligences is embraced by a teacher or school, it can be applied in the mind-centered classroom, which permits students to develop and strengthen all of their intelligences by emphasizing the process as much as the product of learning" (page ix). Today's classrooms must meet each student's individual needs. Teachers must provide classrooms that are mind centered instead of content centered. Multiple intelligences incorporated into daily centers allows students to discover in an exploratory or a structured setting while utilizing their individual learning needs. Doing this allows students to use their strengths to learn. It creates an atmosphere which increases their motivation to want to learn.

Students can succeed and have the desire to do so. Teaching with multiple intelligences excites students and varies the teaching style of the teacher. Through multiple intelligences, children are learning to use their strengths to develop their language, learning styles, and thought processes. They are allowed to be flexible and spontaneous, state Andrade and Hankim (1995).

Joyce and Weil (1996) state, "It can be argued that possessing the freedom to create is one of the peaks of personal development" (page 12). Students who are allowed to use their strengths to produce the end product will go beyond the expectations made on them by their teachers and peers. Creativity is best nurtured in an environment where students are given variety and choice.

Flint (1996) expresses belief that through multiple intelligences, children's differences are encouraged and are used to help students achieve their own goals and aspirations. Flint believes that if teachers build an environment in which differences are no longer emphasized students can reach their highest achievement.

Classrooms where multiple intelligences are an important part of every day teaching are environments in which students are using critical and creative thinking, problem solving, communicating, and are performing at their peak. Students are able to construct knowledge and get a deep understanding because of the personal relevance that is allowed in a brain compatible classroom. (Fogarty, 1997)

"It is essential to remember that the definition of intelligence highlights problem solving and product making as the most important elements" as stated by Chapman (1993). Students love to show what they know in a way that is easiest for them. Students are sensitive to various styles of teaching. Their intelligences may struggle with a particular teaching style and excel at another.

A variance in teaching styles allows students to stay motivated and it addresses the needs of all students. When students are excited and challenged they are able to learn at their greatest achievement level. Teachers need to practice various strategies to obtain fullest potential from their students. (Winebrennner & Berger, 1994)

Collopy and Green (1995) state that when children are allowed to focus on becoming problem solvers, rather than a problem, they can become more confident and motivated. Students need to be allowed to work independently and with others to develop appropriate consequences for their behavior. When students are allowed to take an important role in their behavior development, the ownership they feel will help them become more highly motivated learners in the classroom.

When students believe they count, care and can, teachers are ensured their motivation and engagement will increase. Giving students time to reflect and assess their daily behavior will give them a better idea and understanding of how things could work better in their classroom with future altercations. Feeling accepted and wanted in a classroom, students can concentrate less on survival needs, and more on academics. (Dodd, 1995)

Discipline should be a partnership between parents, teachers, and students. This allows children's feelings and thoughts to be recognized as important. Praising children and inspiring them to be self directed and self-disciplined is much more beneficial than demeaning them. When children are criticized and put down by their teacher they can begin believing the teacher and the negative self-image they obtain is life long. (Faber, Nysberg, Mazlish, & Templeton, 1995)

Students attempt to control their relationships and interactions with others. Glasser (1984 ) states "A child's behavior is an attempt to control the world so that it fits into their own picture". The environment in which a student is exposed brings about the self-made picture.

Students must accept responsibility for their own actions. They must learn to control their own behavior with self-talk methods to problem solve appropriate choices. Students must learn that their actions have repercussions on themselves and others and that their contribution to the class is important. (Burke, 1992)

Society needs to change the way it deals with misbehavior. The way we treat our children is the best way to teach them how to act. Society must show children how to become decision makers and critical thinkers. Children need learn how to respect school before they are able to learn at school. (Curwin & Mendler, 1988)

Self assurance and enjoyment need to be felt in school for students to be motivated to learn. Children that are motivated and feel confident in their work

succeed in school. "Education needs to be understandable and authentic to create a positive and unstressful environment in the classroom" as stated by Canter and Hausner (1987).

Kohn (1996) states, "Students need to realize their actions have an impact on society as a whole". A student can only become a positive adult in society when intrinsic rewards have been instilled in them during their youth.

The use of multiple intelligences in the classroom is a strategy many teahers use and others are finding the wonderful impact it is having. Student motivation is increased and disinterest is decreased when teachers integrate the use of mulitple intelligences in their lessons. (Gardner, 1995)

Cooperative team building has a significant impact on student participation in the classroom. Cooperative groups and student pairing have a large impact on student motivation, student self esteem and misbehaviors. (Johnson, Johnson, & Holubec 1990)

## Project Objectives and Processes

As a result of implementing a student motivation program during the period of September 1999 through January 2000 the targeted kindergarten, fourth, and sixth grade students will increase their motivation to learn and become actively engaged in their learning process as measured by student interviews, anecdotal records, and student inventories.

In order to accomplish the project objective the following processes are necessary:

1. Teacher created materials that will encourage cooperative learning, multiple intelligences, and positive discipline.
2. A series of learning activities that address cooperative learning, multiple intelligences, and positive discipline.
3. Cooperative learning techniques will be utilized.
4. Multiple intelligence techniques will be implemented.
5. Positive discipline will be a key component in increasing student motivation.

## Project Action Plan

The following is an action plan set up to be implemented over a sixteen-week period. Motivation is an extremely important element that can enhance or hinder the success of a student's educational experience. Strategies implemented by teachers affect the student's learning process. The teachers involved plan to create a child-centered, motivating, positive, safe, and trusting environment where strategies are consistent for all students. These strategies will be introduced at the onset of the year and be consistently implemented throughout the sixteen-week period. The following interventions will be utilized:

- Cooperative learning to foster peer interaction
- Multiple intelligences to provide success for all learning styles
- Positive discipline to facilitate encouragement, positive reinforcement and self esteem

I. Explicitly teach classroom procedures to students focusing on management, rules, consequences, expectations, and daily schedules

A. Direct teaching

B. Modeling

C. Role-playing

D. Classroom discussion

E. Classroom voting

F. Positive reinforcement

1. Focusing on acceptable behavior

2. Introduce class rewards and goals

G. Team building

H. Classroom ownership

I. Continuous monitoring of student behavior

1. Weekly student inventory

2. Verbal feedback

J. Individual responsibilities

1. Student jobs

2. Classroom responsibilities

II. Cooperative Learning

A. Teach students to work together in cooperative teams and appreciate learning from each other

1. Heterogeneous grouping

2. Team building activities
3. Cooperative peer activities
4. Value of depending on each other
5. Group accountability
6. Emphasize importance of individual work ethic
7. Group final product
8. Group compromising, questioning, and processing

B. Group time management

C. Assessment

1. Self reflection journal writing
2. Group products
3. Weekly student inventory

III. Multiple intelligences

A. Integrating multiple intelligence activities into the classroom

1. Centers
2. Whole class activities that promote the eight intelligences

IV. Positive discipline

A. Character development program

1. Manners
2. Proper etiquette
3. Good sportsmanship
4. Respect and kindness
5. Classroom/team building behaviors

B. Teacher/student behavior management program

1. Classroom goals and incentives
2. Daily goals
3. Weekly goals
4. School/home connection

Methods of Assessment

1. Student interview pre-intervention

We will administer this interview prior to any strategies being implemented. Students will meet with their teacher on a one-to-one basis to complete the form. This will be our base-line data.

2. Weekly student engagement inventory

We will use this randomly on a weekly basis with a small percentage of students. The data gathered from these will provide us with the information needed to assess our implementation strategies. Eight students will be randomly selected.

3. Anecdotal records

We will use anecdotal records to reflect upon on going student behaviors and involvement as we implement intervention strategies.

4. Student interview post-intervention

We will administer this interview after the strategies have been implemented. Students will meet with their teacher on a one-to-one basis to complete the form.

# Chapter 4

# PROJECT RESULTS

## Historical Description of the Intervention

The object of this project was to increase student motivation. The implementation of cooperative learning, multiple intelligences, and positive discipline through a variety of teaching modalities, were selected to affect the desired change. A survey asking about each child's preferences towards learning was developed by teacher/researchers (Appendix A). A parent consent form (Appendix B) was sent to inform parents about the program implementation.

An initial pre-intervention survey (Appendix A) was given to the students during the second week of school. Base groups were established during this second week and used throughout the intervention. The base groups ranged in size from three to six students. Each teacher developed age appropriate lesson plans for project implementation. These lessons were used to build teams and introduce and develop social skills (Appendices C, D, E, F, and G). Student surveys (Appendix H) and journal writing were conducted once a week. Anecdotal records were used to organize ongoing student behaviors.

During the first three weeks many different activities were taught and practiced by the students to build individual responsibilities. Student and group

jobs were assigned, classroom rules (Appendix H, I, and J) were developed, expectations were discussed, and daily schedules were outlined through the use of ice breakers, role-playing, modeling, classroom voting, and classroom discussion. Classroom ownership was given to the students by a set of rules being mounted on a poster board and all students and teacher signing their names to the rules, signifying, the understanding, need, and agreement for following the rules. Each teacher/researcher developed a signal for gaining their student's attention.

During weeks four through fifteen, cooperative learning, multiple intelligences, and positive discipline were the focus of all classroom lessons. These three interventions were inter-mingled through each day's activities. The teachers/researchers at each site used a variety of lessons.

Cooperative learning skills were integrated into daily lesson across the curriculum. When these skills were first introduced, modeling and direct instruction were used to teach these skills to the students. Through the use of K-W-L (what the student Knows, what the student Wants to know, and what the student Learned) charts, role-plays, class discussions, student observations, and active student participation all the cooperative learning skills were taught (Appendix K and L).

To implement multiple intelligences activities each teacher/researcher developed projects and activities within the curriculum that focused on the content area of study. Student centers were also used to implement multiple intelligences into classroom learning. Whole class activities that promoted the

eight intelligences were developed and taught at all three sites (Appendix M, N, and O).

Classroom goals and incentives were set up in each of three targeted classrooms to promote positive discipline. Daily goals and weekly goals were established to encourage good behavior. Parents became active participants in the classroom. Home activity bags were used in site A and site C to increase parental involvement. Site B sent home family interviews to increase home/school connection. All three sites focused on acceptable behavior by using classroom rewards, positive reinforcement, and setting goals. Lessons that focused on positive discipline were implemented throughout the sixteen-week intervention (Appendix P, Q, and R).

Manners were taught through character development. Proper etiquette, good sportsmanship, respect, and kindness were all evaluated and developed through activities designed by teacher/researchers. Classroom and building behaviors were targeted through the use behavior charts, verbal communication, and rewards. Behaviors were developed after teacher directed lessons were implemented (Appendix S, T, and U).

All sites completed the implementation of cooperative learning, multiple intelligences, and positive discipline within a sixteen-week time frame. The intervention occurred in a diverse manner depending on the ability and age levels of students. The research was concluded at the end of the sixteen-week time frame, but the intervention continues.

## Presentation and Analysis of Results

In order to assess the effect of cooperative learning, multiple intelligences, and positive discipline on student motivation, a weekly engagement inventory was maintained throughout the sixteen-week intervention (Appendix V). Students were asked five questions once a week to assess their attitude and ongoing motivation towards learning.

A teacher written student interview was given post-intervention at all three sites. The data that followed are the results of those interviews.

Question 1 of the student post-intervention asked, "What do you like best about school?"

Figure 1a– student pre-intervention survey

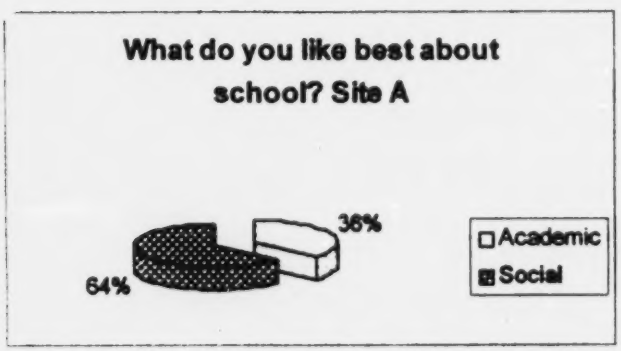
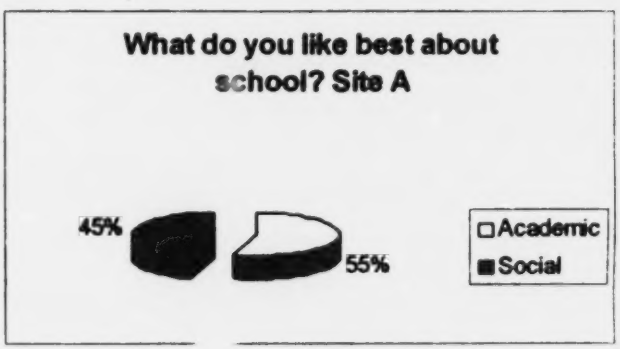



Figure 1b-student post-intervention survey




N = 18

Figure 2a-student pre-intervention survey

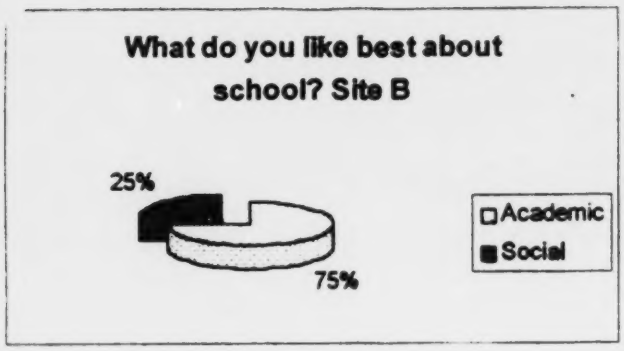
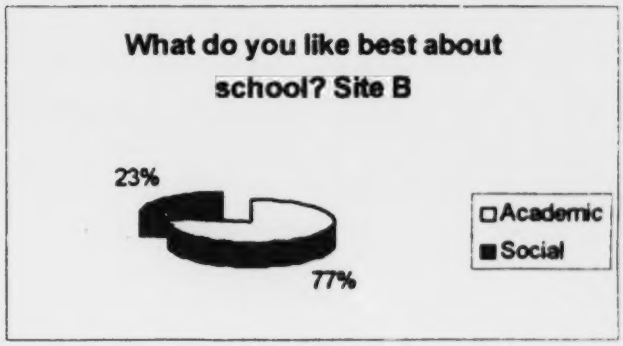



Figure 2b-student post-intervention survey




N=16

Figure 3a-student pre-intervention survey

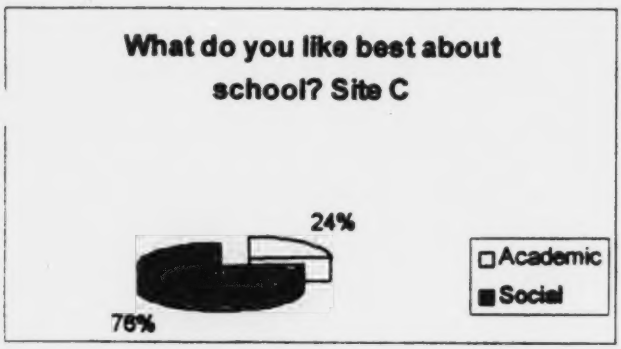
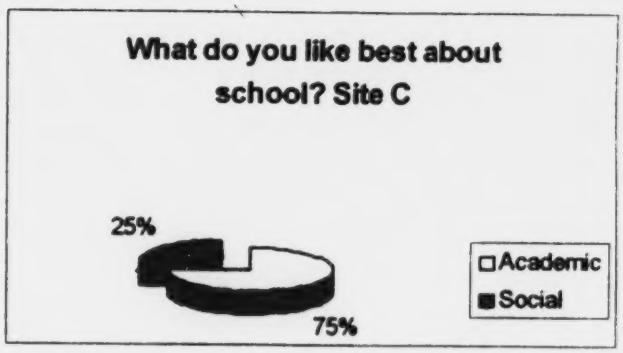



Figure 3b –student post-intervention survey




N=21

The results indicate that students at Site A and Site C have greatly increased their motivation towards the academic side of school, whereas before the social aspect of school was much more motivational to these students. Site B students increased their motivation towards the academic, but not at such a dramatic measure. Teachers/researchers conclude that this increased at all

three sites due to the implementation of cooperative learning, multiple intelligences, and positive discipline.

Question 2 of the intervention survey asked "How do you like to show what you have learned?" In the post-interview, the teachers/researchers found that the students gave a broader range of responses due to the exposure of many new assessment tools that were introduced throughout the intervention.

Question 3 of the student-intervention survey asked, "Do you do your homework every night?"

Figure 4a-student pre-intervention survey

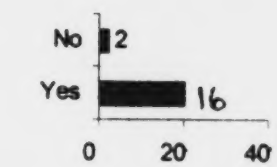
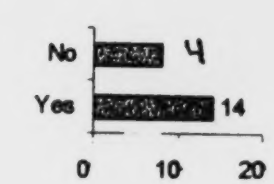



Figure 4b-student post-intervention survey




N=18

Figure 5a-student pre-intervention survey

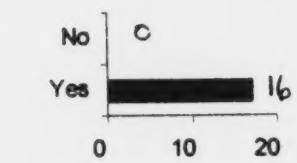
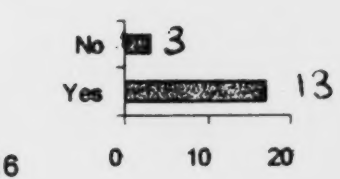



Figure 5b-student post-intervention survey




N=16

Figure 6a-student pre-intervention survey

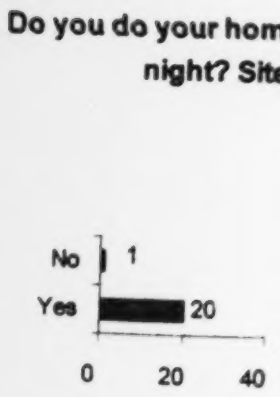
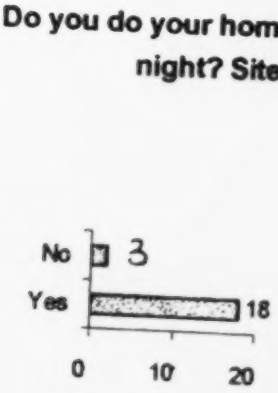



Figure 6b-student post-intervention survey




N=21

Question 3 responses spoke to the fact that students are becoming more comfortable with the teachers and realized that honest answers are what the teachers are looking for. It was getting later in the school year and students were becoming more relaxed and parents were not forcing homework issues.

Question 4 of the student-intervention survey asked, "What do you dislike about school?" The responses were academic or social based.

Figure 7a-student pre-intervention survey

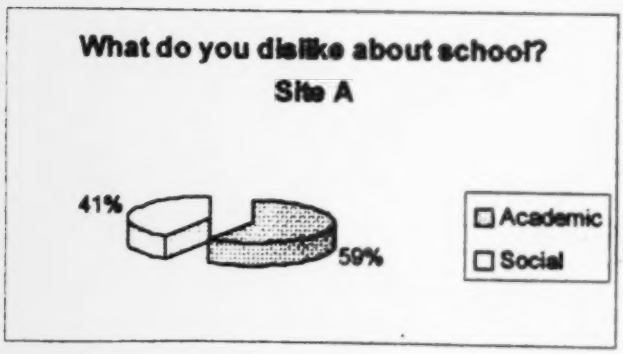
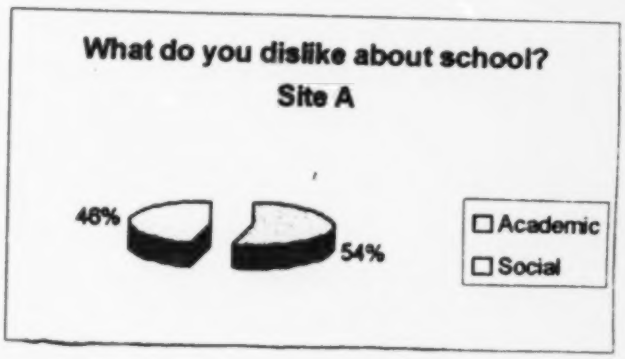



Figure 7b-student post-intervention survey




N=18

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Figure 8a-student pre-intervention survey

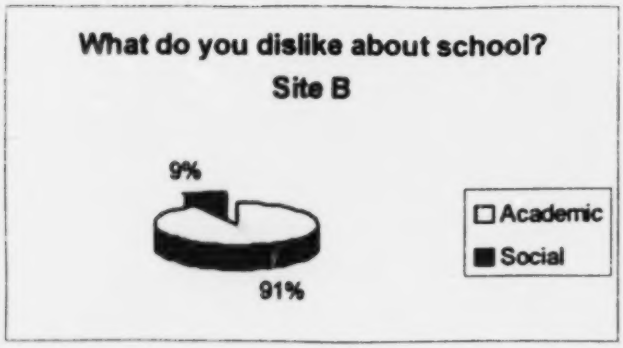
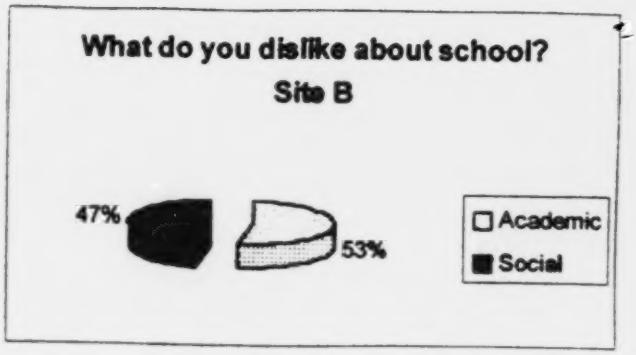



Figure 8b-student post-intervention survey




N=16

Figure 9a-student pre-intervention survey

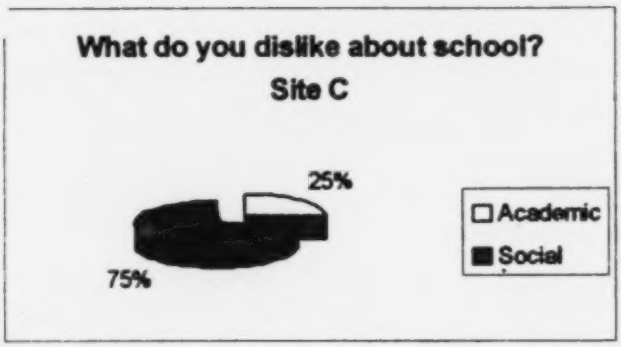
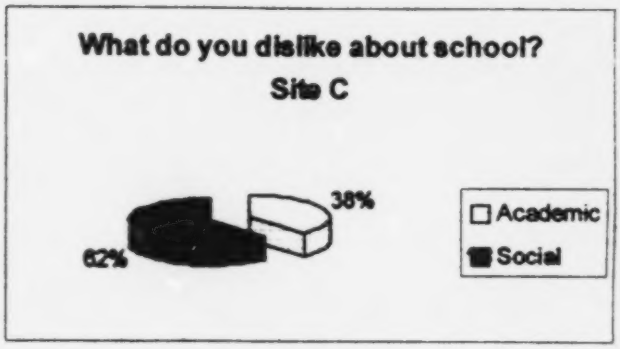



Figure 9b-student post-intervention survey




N=21

Question 4 responses indicated that at all three sites students dislike of the academic area has increased. The teachers/researchers feel that this attitude could be due to the age and level of work expected from the students.

The students like the social aspect of school now because of the new friends and positive attitude they have developed towards themselves and others.

Question 5 of the survey asked, "How do you like to learn?" All 3 sites had an overwhelming response of group activities. This showed the teachers/researchers the impact of the cooperative learning intervention on student motivation.

Question 6 of the student intervention asked," How do you like to work?" The choices were "group" or "individual".

Figure 10a-student pre-intervention survey

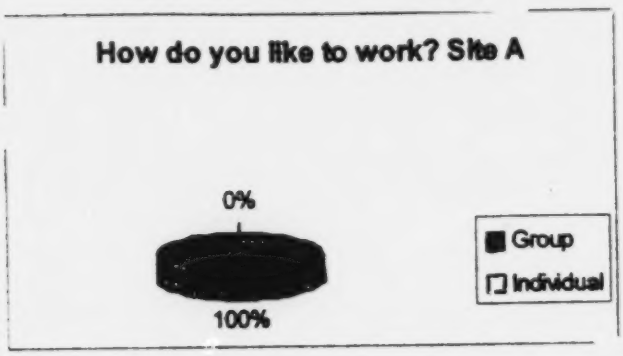
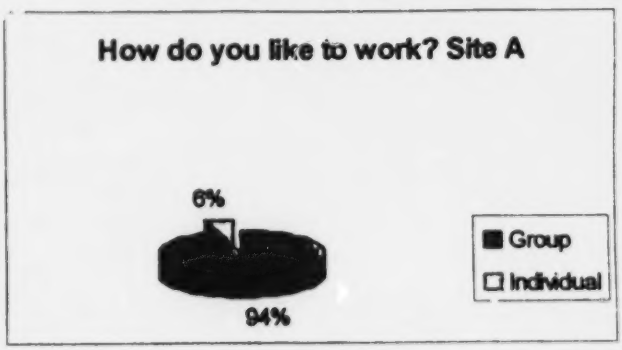



Figure 10b- student post-intervention survey




N=18

Figure 11a-student pre-intervention survey

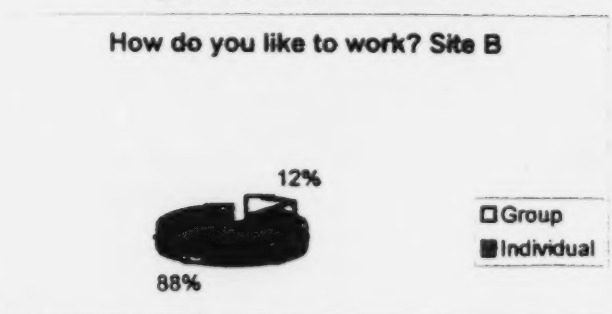
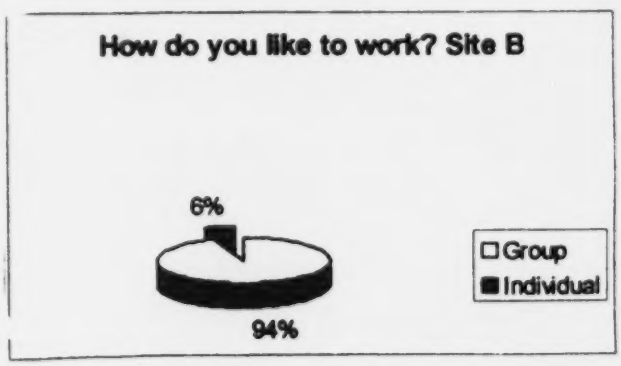



Figure 11b-student post-intervention survey




N = 16

Figure 12a-student pre-intervention survey

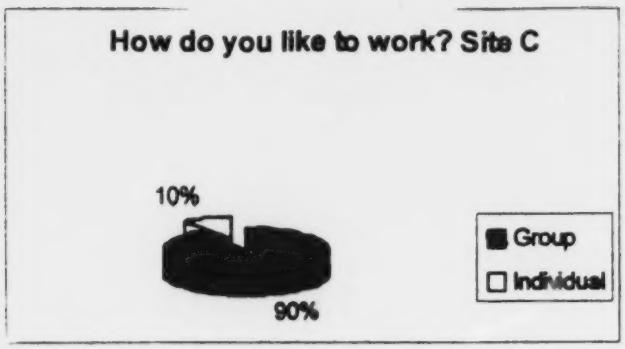
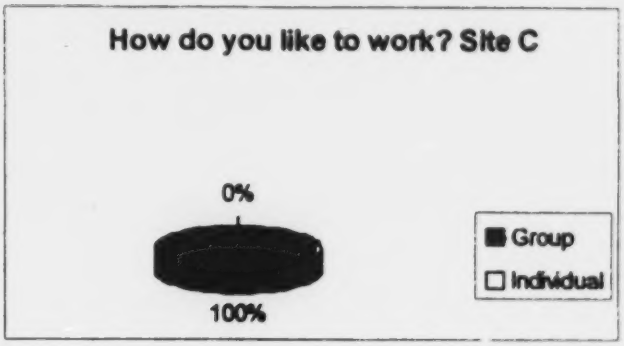



Figure 12b-student post-intervention survey




N=21

Question 6 responses indicated that students greatly preferred to work in groups. The teachers/researchers concluded that this high percentage of wanting to work in groups, rather than individually, is due to the comfort they now feel with their peers in cooperative groups.

Question 7 of the student intervention asked," What is your favorite subject?"

Figure 13a-student pre-intervention survey

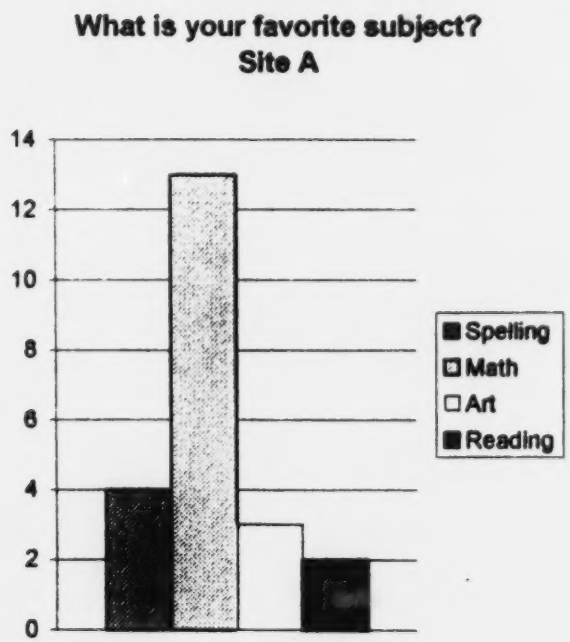



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Figure 13b-student post-intervention survey

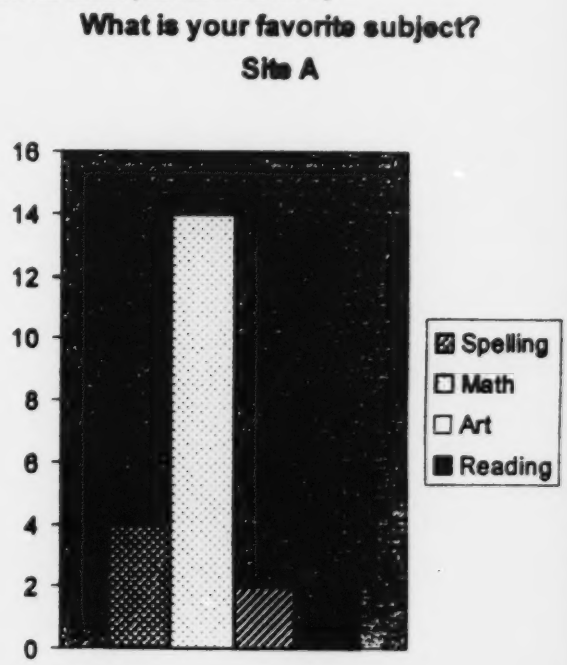




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Figure 14a-student pre-intervention survey

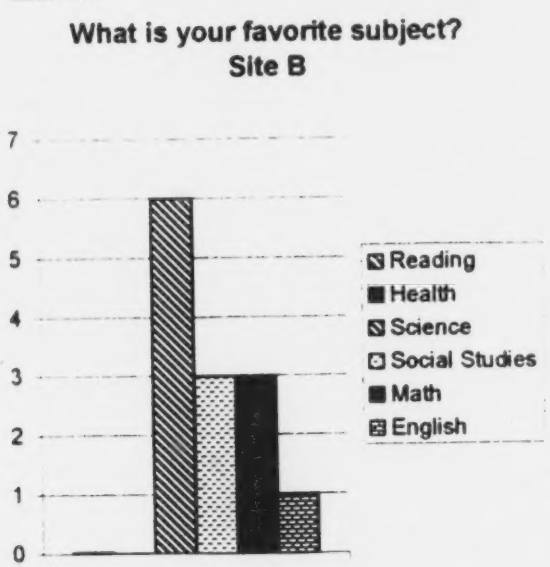



Figure 14b-student post-intervention survey

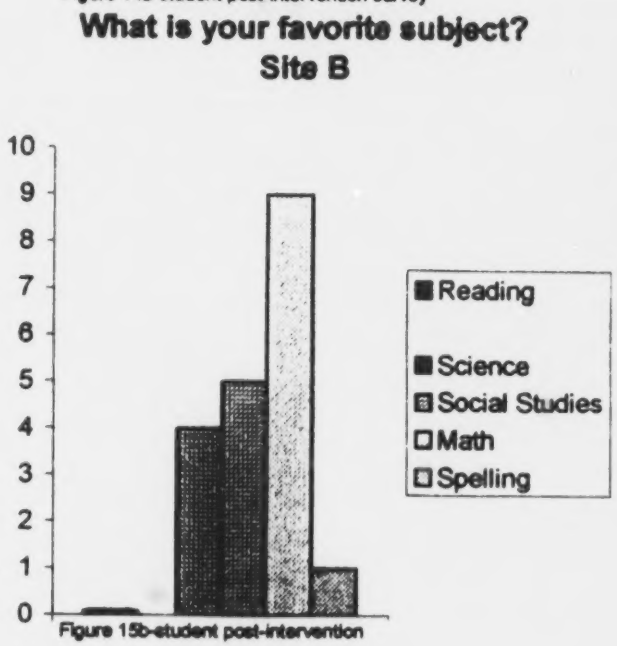
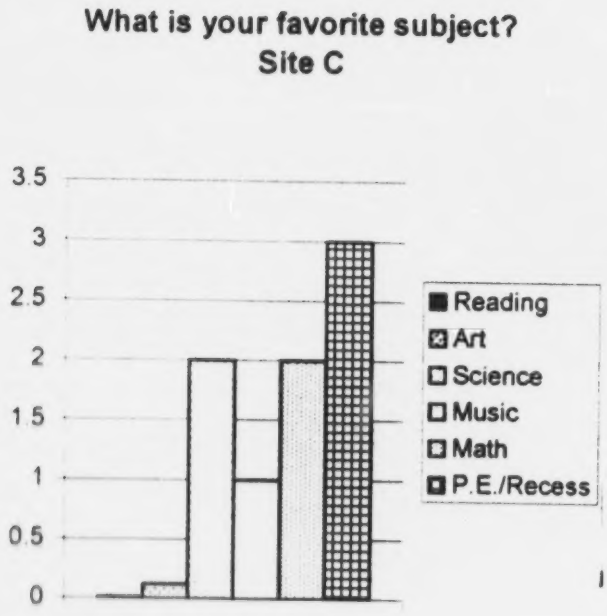
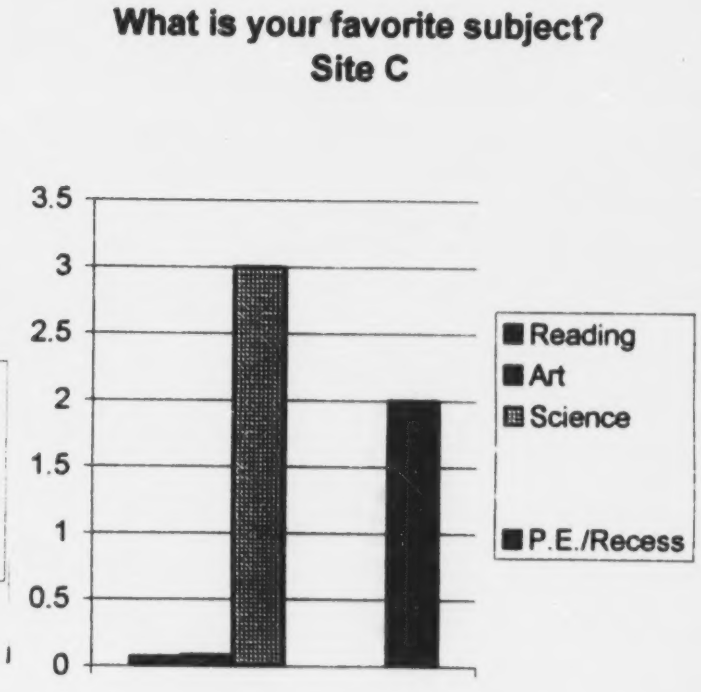



Figure 15a-student pre-intervention survey

Figure 15b-student post-intervention

N=16




N=21

Teachers/researchers concluded that the academic motivation towards all curricular areas increased due to the intervention that all students were exposed to. The intervention that was implemented during the sixteen week research project positively affected the attitude and motivation of the students in their academics, and let the students realize that the content areas can be a fun place to learn and socialize.

## Conclusions and Recommendations

Based on the presentations and analysis of the data student motivation towards learning and school has increased. The students showed that as motivation improved their grades also improved. Students at all three sites showed improvement in behavior, even though many demonstrated age appropriate behaviors at the start of the implementation program. According to the teacher anecdotal notes, teacher time and energy devoted to correcting inappropriate behaviors decreased, allowing more time for teaching and learning. The interventions used during direct instruction sessions did transfer to all academic settings. Student time-on-task increased and academic engagement improved.

A notable increase was seen in the students' motivation. As a result of the implementation of cooperative learning, multiple intelligences, and positive discipline; students listen, react, and respond with greater insight that the teacher/researchers would expect from other students of this same age. The students demonstrated more academic growth because their motivation increased.

To effect the desired changes in motivation, the researchers planned and carried out lessons which incorporated cooperative learning, multiple intelligences, and positive discipline. The teacher/researchers, therefore would recommend that this systematic approach be used without alteration. However, changes in data collection methods would be recommended.

The teacher/researchers found that the weekly student engaged learning inventory were a beneficial tool in obtaining necessary data during the implementation period. However, it was quite time consuming and cumbersome to maintain these records over a 16 week period. Upon reflection, the teacher/researchers suggest that this checklist be used four times per year (every nine weeks).

The student interview was probably the most beneficial tool used throughout the implementation of the action plan. It was easy to use and easy to explain. The teacher/researchers suggest that this tool be used 3 times per year. (At the beginning of the year, mid-year, and at the end of the year) These interviews could be placed in the student's portfolio and used for parent-teacher conferences.

The teacher/researchers concluded that direct instruction was very instrumental in effecting the outcome of the strategies used for the intervention. The goal was to increase the motivation of every child, but outside factors were taken into consideration with many of the students with severe difficulties.

Cooperative learning was an important component of the intervention. This strategy allowed the teacher/researchers to build a positive attitude and

feeling of belonging for all students. The amount of learning that is facilitated in a cooperative group setting is tremendous. Direct instruction of the skills necessary to be part of a group is beneficial for the long-term success of the team.

Multiple intelligences is an amazing strategy that engages all students and greatly increases student motivation. Learning becomes active and the teacher/researchers must remember the noise level of a classroom will increase, but this does not mean behavior is not in control. Actually, students are in complete control and the need to reprimand misbehavior decreases.

Positive discipline was an easy strategy to implement once classroom management was set up at all three sites. Student motivation was so high that misbehavior rarely occurred. Students' attitudes toward the teacher/researchers and peers became more positive and compassionate.

In conclusion, we, as teacher/researchers, recommend the use of cooperative learning, multiple intelligences, and positive discipline to increase student motivation. Furthermore, we recommend that teaching with these strategies be incorporated as an integral part of the entire curriculum. This program was found to reduce inappropriate behaviors and increase student motivation. Teacher/researchers' time correcting misbehavior was reduced. In so doing, more time was available for academic instruction and resulted in student academic and personal growth.

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# Appendices

# Appendix A

Student Interview Pre-Intervention

1. What you like best about school?

2. How do you like to show the teacher what you have learned?

3. Do you do your homework every night? Does an older person help you?

4. What do you dislike about school?

5. How do you like to learn?

6. How do you like to work?

7. What is your favorite subject and why?

# Appendix B

**SAINT XAVIER UNIVERSITY**
**CONSENT TO PARTICIPATE IN A RESEARCH STUDY**

**MOTIVATING STUDENTS THROUGH MULITPLE INTELLIGENCES, COOPERATIVE LEARNING, AND POSITIVE DISCIPLINE**

Dear Parent,

I am currently working on my mater's degree through Saint Xavier University. In partial fulfillment of this degree, I will be conducting an action research project in my classroom during the first semester. I will be attempting to enhance your child's study skills through a variety of interventions. All of these interventions are considered normal educational practice. I am looking forward to having our student in class this year, and I believe that your child will benefit greatly through his/her participation in this study. I want to ensure you that participation in this study is voluntary, and will in no way affect your child's grade and all information compiled will be strictly confidential, and no names will be included.

Please read and complete the consent form below. I would appreciate this form returned to me as soon as possible. Thank you for your cooperation in this matter.

Sincerely,

I, the parent/legal guardian of _____(student name) acknowledge that the teacher has explained to me the need for this research, explained what is involved and offered to answer any questions. I freely and voluntarily consent to my child's participation in this study. I understand all information gathered during this study will be completely confidential. I also understand that I may keep a copy of this consent form for my own information.

Name of student _____

Signature of parent_____ Date_____

Signature of student_____ Date_____

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**Title:** IALAC "I am lovable and capable" - Social Skills/Team Building/Self Awareness

**Objectives:**

1. Students will listen to a story.
2. Students will develop empathy for fellow peers.
3. Students will discuss what a fable is.
4. Students will create a t-chart.

**Materials:** Lion and Mouse Fable, IALAC story (cooperative learning book pg. 54), large paper, large hearts, and markers

**Procedure:**

1. The teacher will read the Lion and the Mouse fable to the students.
2. The teacher will lead a discussion as to what type of literature this is. (Compare to fantasy, fiction, etc.)
3. The students will create a t-chart of what being kind to each other looks, feels, and sounds like.
4. The teacher will then pick a student at random to be the IALAC child in the front of the room.
5. The child will hold a large heart in front of them while the teacher reads the IALAC story. Pieces of the heart will be torn off, as the child's feelings are hurt in the story. (see details on pg. 54)
6. The students will create a t-chart of what not being kind to each other looks, feels, and sounds like.
7. The students will compare these two t-charts.

**Assessment**

Informal assessments will be used. The teacher will assess active participation and whole class understanding.

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# Appendix D

**Title:** Telephone line - Social Skills/Team Building/Self Awareness

**Objectives:**

1. Students will comprehend the importance of listening.
2. Students will create a "telephone line" to represent the lines of communication between people.
3. Students will create a "t-chart".

**Materials:** Telephones, large chart paper, markers

**Procedure:**

1. The teacher will model non-listening skills by dramatizing a phone call/conversation with another student. The teacher and student will each have their own phones. The student picked at random will just talk to her and try to get her to listen. The teacher will over react with non-listening skills to model what this is.
2. The teacher will direct a discussion covering non-listening. The students will create a t-chart titled "Non-listening: what it looks like, feels like, and sounds like".
3. Now the teacher will place the students in one large circle. She will explain to them that they are a phone line. She will whisper a short statement in one student's ear and explain that each student is to whisper it to the next. The last student is to share what he/she was told. The class will then see how good their listening skills were. (Inevitably they will get the statement wrong the first few times)
4. They will again discuss the t-chart to go over non-listening skills.
5. Now the teacher will pick another student at random to have a phone conversation with modeling proper listening skills.
6. The students will create another t-chart titled "Listening: what it looks like, feels like, and sounds like".
7. The students will again play the phone line game in their circle practicing listening skills.
8. After playing this the teacher will review the skills addressed.

**Assessment**

Informal assessments will be used. The teacher will assess active participation and whole class understanding.

## Appendix E

Feeling Masks

SUBJECT: Social Skill-Managing and Identifying Feelings

OBJECTIVES:

1. Students will identify a variety of feelings and associate them with feeling words
2. Students will recall and share incidents in which they experienced feelings
3. Students will design mask to represent different feelings

MATERIALS:

1. Paper Plates
2. Flat Wooden Sticks (Popsicle Sticks)
3. Scissors
4. Markers/Crayons
5. Glue
6. Feelings Poem
7. Big Paper

PROCEDURE:

1. Read feeling poem to children and exaggerate facial expressions when you say a feeling word.
2. After teacher has read poem have students recall a few of the feeling words they heard in the poem. Explain that it is perfectly normal to experience all different feelings, and that while everyone experiences them, each person feels and expresses them a little differently.
3. With students make a list on the big paper of all the different feelings people can experience.
4. Have students pair up
5. Have partners choose one of the feelings off the big paper and use the paper plates to make a mask that depicts the face that would illustrate that feeling.( Remind students to over exaggerate the features to make the feeling come across as forcefully as possible.)
6. Demonstrate the process, or show the students an example.

7. After partners have glued the sticks on and cut out the eye holes, have each pair join two other pairs to form a circle of six.
8. Direct the students to take turns holding up their masks in front of their face and relating a time when they experienced the feeling on their mask.

ASSESSMENT:

The students will be assessed on participation, observation, and completeness of mask.

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## Appendix F

This lesson is designed to be done on the first day of school. It should be interwoven with activities to help children learn classroom rules and procedures.

# *Meeting Each Other*

***Outcomes*** **Students will behave in ways that promote successful interactions with others.**

***Indicators*** **Students will demonstrate cooperative behavior and problem-solving skills.**

**BENCHMARKS**

STUDENTS WILL:

- Develop team cohesion.
- Appreciate individual differences.

**PRODUCTS OR ASSESSMENTS**

## *Materials*

**FOR TEACHER**
Chart Paper
Markers
*Crow Boy* by Taro Yashima

**FOR TEAMS**
Animal pictures to mark tables (optional)

**FOR STUDENTS**
Animal pictures (4 or 5 pictures of same animal depending on size of teams.)

Haxby, B., Lasagna-Flister, M. and Magri, J. (1998). Getting Along Together. Baltimore, MD: Success For All Foundation.

# Teaching the Lesson

## *Setting the Stage*

**AGENDA**
*"Today we will talk about creating a caring classroom community."*

**VOCABULARY**
Team building

**LISTENING COMPREHENSION**
*Crow Boy* by Taro Yashima

**STORY INTRODUCTION**
*"Look at this book's cover. What do you think this book will be about?"* <This book is about a Japanese boy named Chibi who is special.> *"Can you tell in what way he is special just by looking at the cover?"*
<He knows something about crows.>

**READING THE STORY**
Begin reading the story, stopping every few pages to ask predictive and summative questions that will motivate the children to recall story details.

## *Active Instruction*

**DISCUSSION**
*"As the book,* Crow Boy, *suggests, people often have hidden talents. When you spend time getting to know someone, you can find out about his/her talents. We are all a collection of different people with different ideas, interests, and experiences. One of the goals for today is to begin to get to know each other. We want to celebrate the unique qualities we each have, and in celebrating each person, we also want to come together to form caring teams and a caring classroom community. Today, we will be doing a lot of different activities to get to know each other and to build the foundation for good teamwork."*

## *Teamwork*

1. Put children into teams. The teacher can select teams or use the following team activity. Give each child a piece of paper with the picture of an animal on it. (Have four pictures of the same animal.) Have the children get up and make the sounds of that animal. Students will locate three other people who have the same animal sound. (If the class does not divide evenly into fours some teams may have five members.) Once they have located their team, students will sit with their team members. (Teachers can mark tables with an animal picture so students know at which table to sit.)

2. Do an Introductory activity. Have children divide into pairs. Some ideas are:

   A. Tell your partner three things about yourself. Two things should be true. One thing you should make up. See if your partner can guess which one you made up.

   B. Introduce your partner to the team.

   C. Do Inside-Outside circle. Place a piece of construction paper or poster board on each table. The paper should have a large circle drawn in the center. The teacher can say, **"Like the differences that we read about in *Crow Boy*, in this classroom we all have special interests and preferences. Some of our interests we share with other people; some are unique to each one of us. In this exercise, we can begin to know each other better."**

   For example:
   - Favorite food
   - Favorite TV show
   - Favorite sport
   - Favorite cartoon
   - Last movie seen
   - Favorite color

# Think It Through

## Conflict Stoppers

1. Share
2. Taking Turns
3. Apologize
4. Ignore
5. Make Amends
6. Compromise
7. Laugh it Off
8. Flip a Coin
9. Wait Until Later
10. Get Help
11. Talk it Out

What is the Problem?

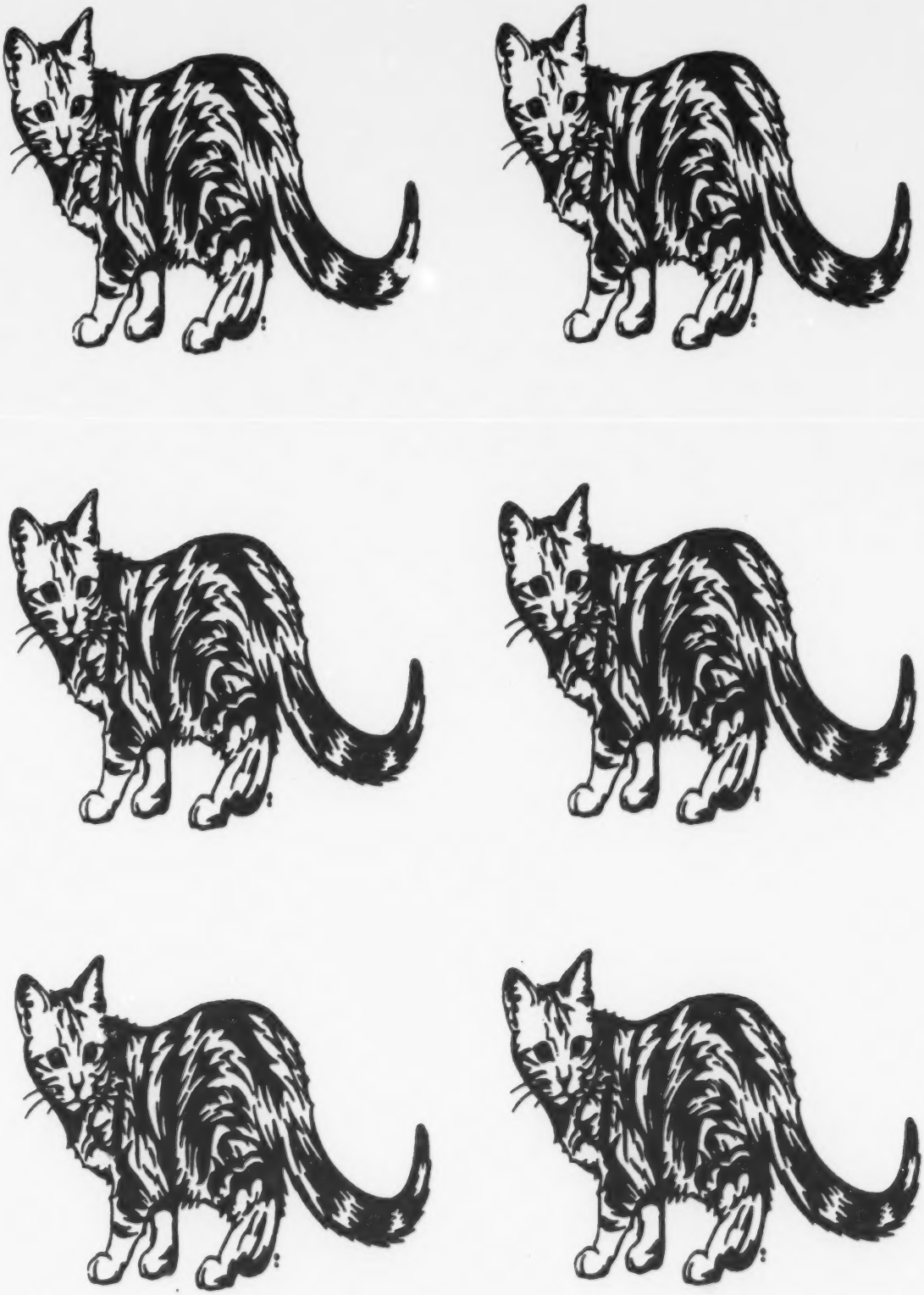
What is My "I" Message?

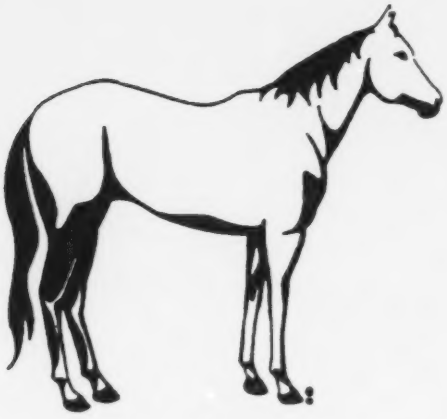
How does the other person feel?

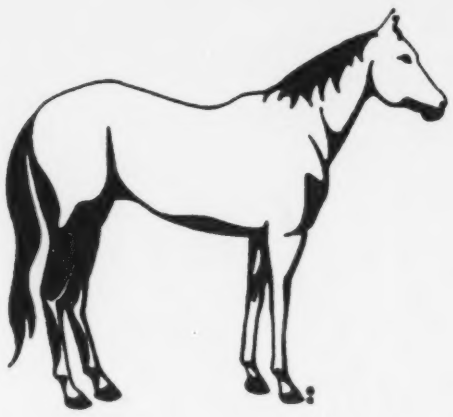
What could I do differently to solve the problem?

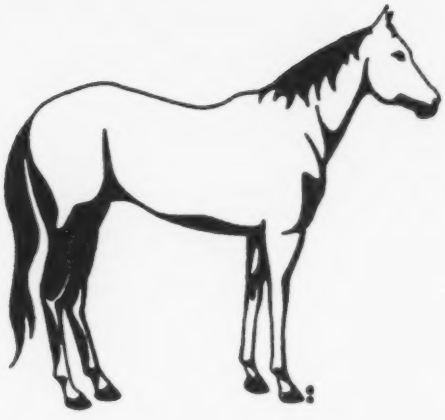
If the team members has something that they all have in common, they write it in the inside of the circle. If they do not each agree, they write their answers on the outside of the circle.

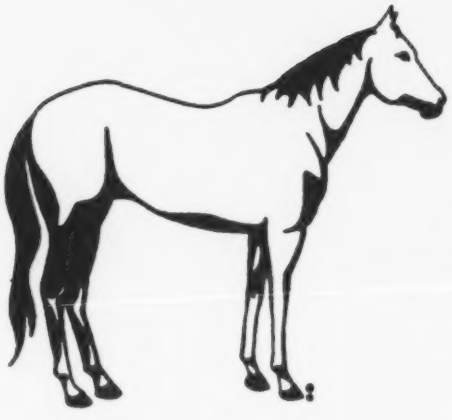
3. Explain that for the next week or so, students will be in these teams in order to work on some skills that they need to be successful team members. There are some things that we will be doing in class to help build good teams and a caring classroom community.

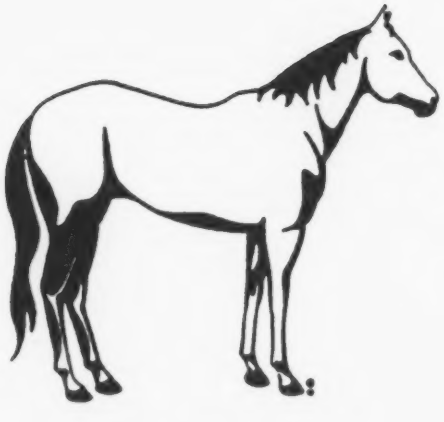


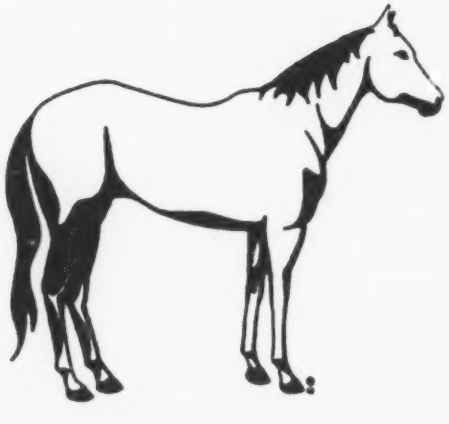












# *Solutions to Conflict*

***Outcomes*** **Students will behave in ways that promote successful interactions with others.**

***Indicators*** **Students will understand the dynamics of conflict and will be able to identify a variety of solutions to conflict.**

**BENCHMARKS**

STUDENTS WILL:

- Exhibit helpful and cooperative behavior.
- Respond appropriately to teasing or provocation.
- Use words and behaviors that have a positive affect on others.

**PRODUCTS OR ASSESSMENTS**

- CompleteThink It Through sheet

## *Materials*

FOR TEACHER
Paper
Markers
*The Hundred Dresses* by Eleanor Estes
Conflict Stopper graphics

FOR STUDENT
Think It Through sheets

## *Advance Preparation*

Prepare Conflict Stoppers chart

**Conflict Stoppers** STOP

Haxby, B., Lasaga-Flister, M. and Magri, J. (1998). Getting Along Together. Baltimore, MD: Success For All Foundation.

# Teaching the Lesson

## *Setting the Stage*

*"Today we will discuss solutions to conflict."*

## *Active Instruction*

*"Yesterday, we continued to read The Hundred Dresses. In this story Wanda has a problem. What is her problem?"* <Peggy is teasing her.> *"Maddie also has a problem. What is her problem?"* <She wants Peggy to stop teasing Wanda, but she is afraid she will lose Peggy as a friend if she tells her.>

## *Teamwork*

1. Hand out Think It Through sheets to every student.

2. Divide the teams. Half of the teams will pretend they are Wanda and half will pretend they are Maddie.

3. Have each person complete a Think It Through sheet.

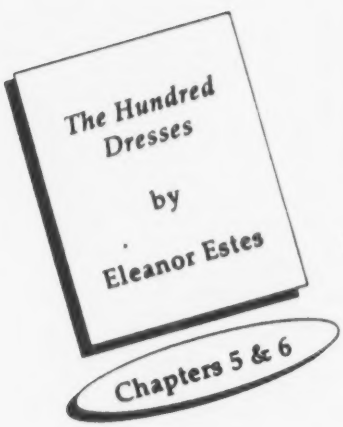
4. Share solutions with the team and come to a team consensus on what Maddie or Wanda should do.

5. Have teams share solutions. Record major ideas on the Conflict Stopper chart. (Make sure ideas in bold are on chart.) Use icons.

| | |
|---|---|
| 1. Share | 5. Compromise—Talk it Out |
| 2. Take Turns | 6. Make Amends |
| 3. Apologize | 7. Laugh It Off—Humor |
| **4. Ignore** | **8. Get Help** |

Post Chart near Roundtable. Let class know these are all ideas we can use when we have conflicts.

| Conflict Stoppers | |
|---|---|
| Sharing | |
| Taking Turns | |
| Apologizing | |
| Asking for Help | |
| Ignoring | |
| Making Amends | |




6. Now that we have discussed what we think the characters should do, let's read the next two chapters and see if we can discover what Maddie and Wanda are going to do.

   1. What did Wanda do? <Move away.>

   2. What did Maddie try to do? <Go to her house and apologize.>

## *Time for Reflection*

Some people might say Wanda was just running away from her problems. Do you think Wanda's solution was a good one? Why or why not?

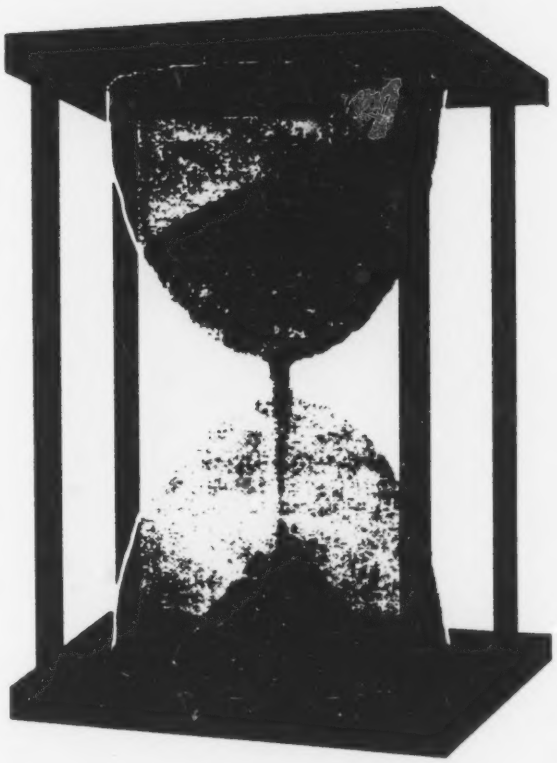
Assign homework.

Name _____

# *Homework: Solutions to Conflict*

Describe a conflict that you have had that could have been solved by using one of the Conflict Stoppers.

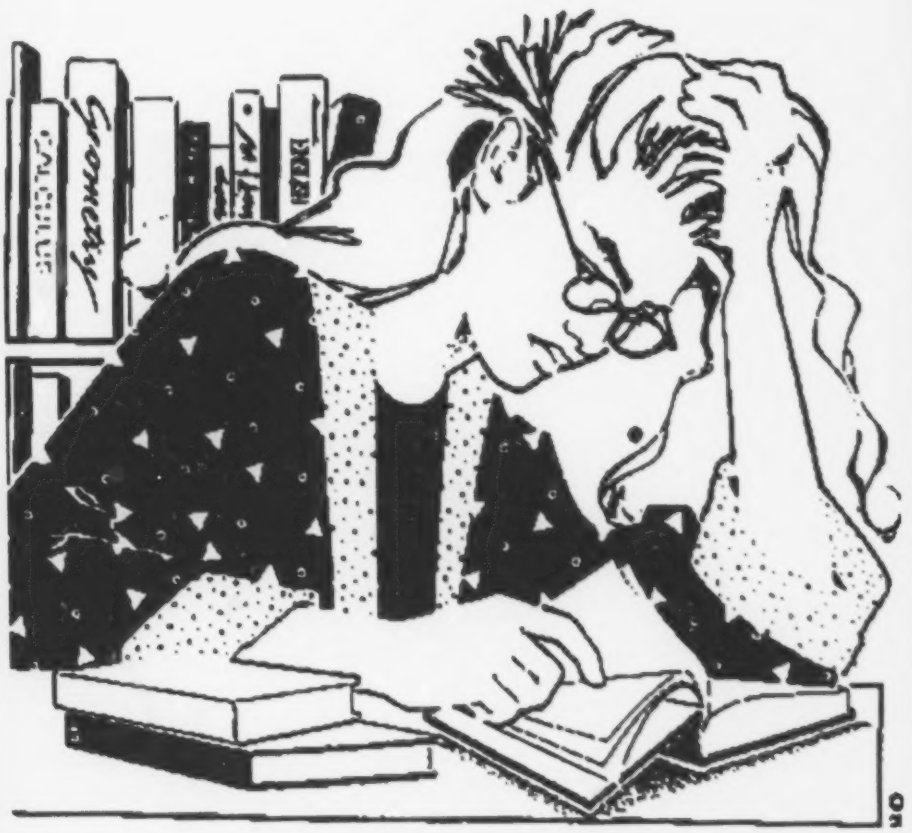
# SHARING



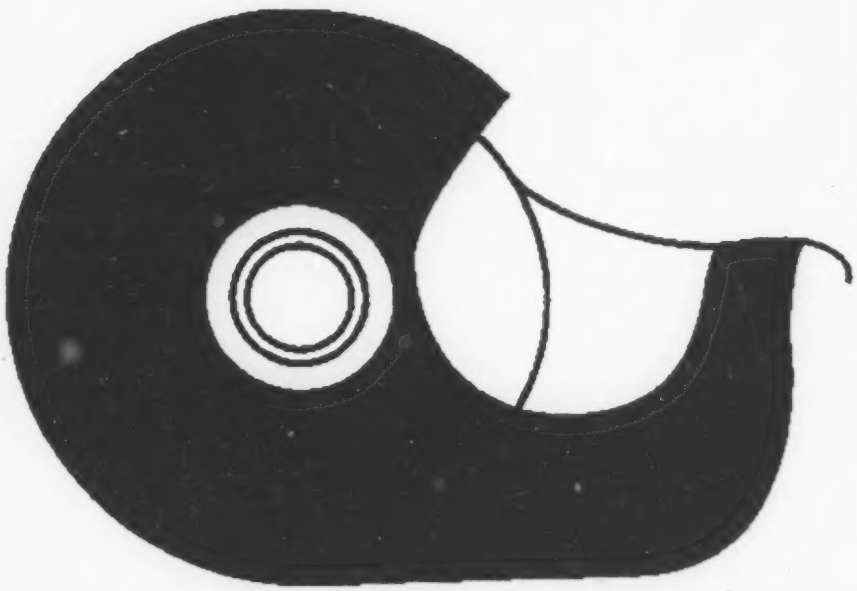
# TAKING TURNS

# APOLOGIZING

# ASKING FOR HELP




# IGNORING



# MAKING AMENDS

## Appendix H

CLASSROOM RULES AND CONSEQUENCES

RULE #1 Be Polite and Respectful to Others

CONSEQUENCES
1. Reminder
2. Second Reminder
3. Conference with Student and Apology Letter Written
4. Design Behavior Plan with Student (Based on Mrs. Potter's Questions)
5. Conference with Parents

RULE #2 Be Prepared

CONSEQUENCES
1. Reminder
2. Second Reminder
3. Conference with Student to Design Behavior Plan
4. Loss of Grade Points
5. Conference with Parents

*Homework-Second offense will result in student staying in from recess to finish

RULE #3 Walk

CONSEQUENCES
1. Reminder
2. Second Reminder
3. Student Conference with Teacher to Practice walking
4. Behavior Contract
5. Conference with Parents

RULE #4 Respect Your Own and Other People's Property

CONSEQUENCES
1. Reminder
2. Second Reminder
3. Conference with Student and Apology Written
4. Behavior Contract
5. Conference with Parents

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RULE #5_ Stay in Own Personal Space

CONSEQUENCES 1. Reminder
2. Conference with Student and Apology Written
3. Behavior Contract
4. Conference with Parents

RULE #6_ Follow all School Procedures

CONSEQUENCES 1. Automatic Referral to Principal

**Rules and consequences will be developed and discussed at a class meeting

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**Appendix I**

# CLASSROOM RULES FOR 6TH GRADE

1. Be prepared when coming into class.

2. Bring all supplies to class.

3 Raise hand when wanting to speak.

4. Sharpen pencils at the very beginning of class.

5. Be in seat when the bell rings.

**********

1. There is a chart on a clipboard that hangs on the chalkboard with the student's name for each class.
2. During the class period, certain marks can be made on the chart next to the student's name.
3. At the end of the week, these marks are tallied up for a grade for conduct.

A..... arguing
U.....unprepared
L.....late
O.....off task
S....out of seat
C....clothes
D....disrespect
T....talking
G....gum/candy

2.....=A
4.....=B
6.....=C
8.....=D
9.....=F
Any F's result in a detention!

# Appendix J



## Rules and Consequences

One of my goals for my students is for them to elicit responsible behaviors in the classroom. I want them to become good decision-makers. It is important that I offer a learning environment that allows them to feel **capable, confident, and connected**. The following rules were established with this in mind. Following the rules are the classroom consequences. I feel that they consequences are **related, reasonable, respectful, and reliable**.

### Team Expectations

**Take care of yourself**

- Ask 3 before you ask me. Ask for help.
- Always walking feet.
- Control your body.
- Listen. "Give me 5" (eyes on, ears on, lips off, body still, hands free) "If you can hear my voice clap once, twice..."
- Stay safe.
- Use your manners.

**Take care of your friends**

- Work as a TEAM.
- Share, care and be fair.
- Use your words.
- Don't tattle

**Take care of our world**

- Use materials correctly.
- Place things where they belong.
- Be responsible everywhere you go.

### Consequences

1. A reminder "What is our rule?" "Talk to me"
2. Warning
3. Redirect behavior/Report correct behavior
   Materials issue – lose material until the end of that day
   Behavioral issue – time out (5 minutes at a time) Students must have a conference with the teacher (or student if applicable) to get out of time out.
   Running – model correct behavior (go back and walk, etc.)
   Listening – loss of partial recess or whole recess to do work
4. Contact parents (if necessary)

## Appendix K

Name_____ Partner_____

You and your partner will take turns in drawing a shape throughout the hand. The shapes can touch each other, but not overlap. Then color with crayons, or markers, or colored pencils. You may outline if you like!

**Appendix L**

## COLLAGE

This is an activity for a group of 3 people.

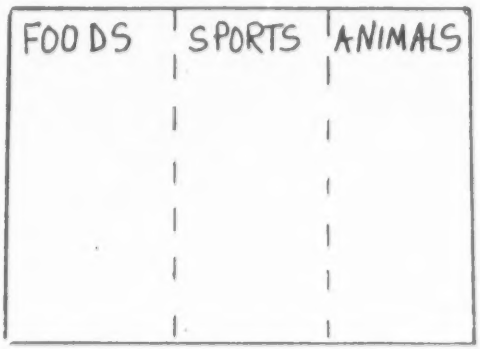
SUPPLIES:

1. Take 3 magazines from the front table.
2. Get 3 pairs of scissors for your group.
3. Get one piece of large white paper for your group.
4. Get 3 bottles of glue for your group.

DIRECTIONS:

* Your paper will be divided into 3 sections.
** Label your sections with these 3 words.
FOODS SPORTS ANIMALS
***Each student will be working on a section.
**** Cut on pictures that pertain to you groups liking.
***** Glue your pictures to that section.
(pictures can be overlapped)

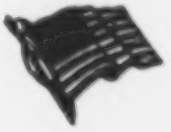
When this is completed, each group will show to the class how their pictures relate to their team.



## Appendix M

Civil War

TARGETED INTELLIGENCE: Visual/Spatial
SUPPORTING INTELLIGENCES: Musical/Rhythmic and Verbal/Linguistic
THINKING SKILLS: Labeled throughout
SOCIAL SKILLS: Taking turns, debating, listening, encouraging, communicating, consensus, pride, and singing in synchronicity
CONTENT FOCUS: using various intelligences to assess students understanding of the Civil War
MATERIALS: Paper, pencils, crayons, markers, scissors, glue, felt, scraps of material and informational books.
TASK FOCUS: Students will show me what they have learned about the Civil War
PRODUCTS: A song, composition, graph, soldier paper dolls, and flags of the Confederate and Union forces.
PROBLEM: How to accomplish the assigned task and present it to the class.

VERBAL/LINGUISTIC 

MUSICAL/RHYTHMIC

VISUAL/SPATIAL

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SUMMARY

After studying the Civil War for two weeks and reading various trade books, I explained to my students six different assignment cards I had written out on index cards (Reviewing prior learning, creative recall, create, and analysis)

1. Write a song about the Civil War (Use the rhythm of a familiar song)

2. Design a graph dealing with the Civil War-bar graph, pictograph, or line graph(Analyze)

3. Write an expository composition about the Civil War(Recall)

4. Make body outlines and turn them into Confederate and Union soldiers (cut out)

5. Make a Union Flag using felt and scraps of material

6. Make a Confederate Flag using felt and scraps of material

Each Coop group picked one of the job cards out of a hat and produced their assignment over a two day period.(Apply a principle) After all groups were finished the groups had to present their product to the class as I videotaped their presentations for them to watch at a later time. We then hung all of the completed assignments in the War Hall- we have been putting up throughout the year as we study the various wars.

ANALYZE

This activity was fun for all the students. They were all excited about being videotaped and watching themselves on video. It was amazing to me what pride they always take in their work. The coop group that did the song was awesome! This group was really nervous when it came time to perform, but they did a great job. The groups even asked if they could do one of the other assignments too, but due to time I told them we would do the same kind of thing with another subject, and they could have one of the different jobs then.

TRANSFER

This activity could be used for many different things, you could use it in English to go over a specific part of speech or all the parts of speech. You could use this idea in science

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to review over the different types of rocks or animals. It could be used in math to increase student understanding or review various mathematical operations. This could be used as a review or an introduction to just about any subject.

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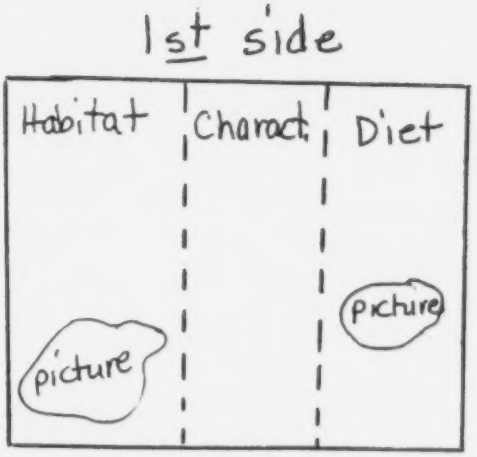
## Appendix N

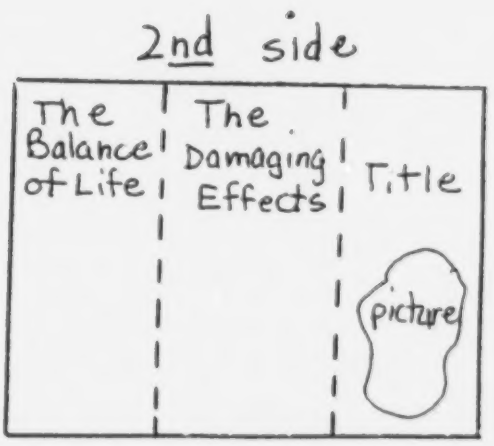
SCIENCE: The Interactions Among Living Things

Name_____ Animal_____
Category_____

MAKING A BROCHURE...Interactions Among Living Things

1. You will be making a brochure for this chapter.
2. There are 2 sides.
3. 1st side: Habitat...Characteristics.....Diet
4. 2nd side: Balance of Life...The Damaging Effects.....Title
5. Print only
6. Use: colored pencils or crayons
7. At least 3-4 pictures
8. DUE: Wednesday, March 8th



# Appendix O

## Human Clock

**Targeted Intelligences**: Bodily Kinesthetic/Mathematical/Logical

**Thinking Skills:**

1. Students will listen to a story.
2. Students will review basic clock skills.
3. Students will create their own clock books.
4. Students will demonstrate their knowledge of clocks.
5. Students will read their clock books.
6. Students will demonstrate their knowledge of daily time schedules.

**Content:** Math/Writing/Reading

**Materials:** The Grouchy Lady Bug, by Eric Carle, Large demonstration clock, stapled books, crayons, clock stamp and large numbered paper plates.

**Purpose:** The purpose of this lesson is to review clocks skills that we have been working on all year. The children have learned the basics, such as minute hand, hour hand, numbers on the clock, minutes in an hour, seconds in a minute, 24 hours in a day and etc. The children will review with the teacher these skills and then the teacher will take them through a typical schedule of their day. For example,"What time do we get up?, What time do we arrive at school, What time do we have PE? What time do we eat lunch?" The students will then be asked to make their own clock books detailing their day. Afterwards the children will each read their book to the group and will test our skills using a human clock on the floor.

**End Product:** Clock book, active participation in telling time with our human clock

**Activity/Summary:**

The teacher will read The Grouchy Ladybug, by Eric Carle. This story is about a ladybug and her day. Throughout the story it states, "At Two o'clock the ladybug.....".

After reading the story the children will review their clock skills. The teacher will use the large demonstration clock with movable hands and briefly review minute hand, hour hand, numbers, seconds, hours, etc. The children are capable of telling time on the hour, such as 2:00, 3:00, 4:00. Some of the children can read 2:30, others as well as 3:20 and etc. The children are all at different levels at telling time.
After a good review and active participation by all the teacher will direct the students as

to how they will be making their own clock books. The teacher will briefly direct a conversation about a typical day and draw clocks and corresponding times on the board for the students to see. Using clock stamps and stapled blank books the students will then create their own clock story. After the creation of these the students will each read their story to the rest of the classroom.

After everyone has read their clock story the entire class will participate in creating a human clock. Using the large area in front of the room the teacher will place the paper plates with numbers on them in a circle to represent a clock. The children will take turns in pairs laying down to represent the minute hand and hour hand. The teacher will give them a time and the two children will lay down showing this time. Review of skills will continue throughout the lesson. All children will be given a chance to participate.

Assessment will continue throughout the lesson. Children will be given plenty of time to do their clock books and the teacher will assess their individual understanding when they read it to the rest of the class. Active participation during review and acting out the human clock will also be assessed.

**Analysis**

The lesson overall went very well. Each and every student accomplished the objectives I set forth. They loved doing this activity. Since doing this lesson they have taken an interest in telling time every day. Prior to this day they were not interested. They were afraid to "try" to tell time. Their fears had held them back. Applying literature to this lesson helped as well. They are very interested in books and whenever I can I find a book that I can use when attacking new and difficult lessons and skills. Those that were hesitant and their skills were weak in telling time began to make improvement and started telling time on their own. Their confidence was increased immensely. For those children who were beyond our regular curriculum it was a chance to soar above and beyond. I was able to challenge them further. While making the clock books was beneficial, the human clock was the highlight of the lesson.

**Transfer**

The skills used in this lesson can be transferred to every aspect of each child's day. By applying telling time to their day in their clock books, they took a greater interest. They now attempt to tell time all day long. Children who enjoyed Math were able to relish in making their books. They enjoyed shouting out the answers when I was quizzing and reviewing with them. While all children benefited from this lesson, those children who are constantly busting out of their chairs were able to finally get up and get involved.

# Chapter 4: Beyond Praise and Rewards

Most young children seem to thrive on stickers, and approval, and praise and rewards are highly regarded as motivation tools at all levels of education. Yet when we look below the surface we may notice some unhappy side effects.

- **Addiction** Praise from teachers and rewards for work provide such easy pleasures that students can neglect tuning into their own motivations, delay the hard work of learning how to become self-responsible. Praise and rewards can be like watching TV: easy satisfaction from the outside smothering potentials for self-motivation and personal initiative. Or like eating candy: quick, strong taste satisfaction smothering the taste of more healthy nourishment. Like other addictions, praise and rewards can lead to endless desires for more of the same.

- **Unfairness** Many students notice that while some classmates get lots of praise and rewards, or get bright and hearty praise and rewards, they only get infrequent or distinctly pale doses. "We are not all worthwhile in this class," is the message received and, too often, "I am one of the unworthy ones." We can play a quite innocent part in this. Quite innocently we can react particularly positively to some students and not much at all to others.

- **Manipulation** "Look how good the first row is," says the teacher, with the intention of getting all the other rows to straighten up. The more subtle message: "The teacher is just saying that to get what she wants. To get along in life, it's okay to manipulate people like things." Not the best message for our future citizens, I would say.

- **Puffery** "Great answer!" gushes the teacher. Followed by Wonderful! Sensational! Super! Amazing!, and "Let's give a round of applause to Billy for remembering," omitting the words, "What I just said nine times." Exaggerated praise quickly devalues language and honest relationships. Puffery can also lead to students saying to themselves, "He must think I'm really dumb, expecting me to believe that nonsense," or "She must think I'm really weak, needing such hype."

We can avoid these traps. We can support and encourage students without inviting these harmful side effects. Here are ten responses that seem to serve that purpose. For more discussion, see the work of Jere Brophy (1981) and others in the bibliography.

Harmon, M. (1995). Inspiring Active Learners. Edwardsville, IL.



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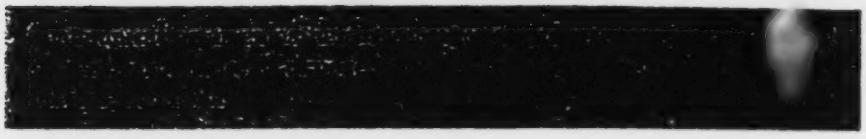
think back over a few teaching days and seek to notice students who missed getting their fair share and make a note to myself to look for something, perhaps something they do or wear that I can express appreciation for. I can usually do that.

I find students reacting healthfully to **honest I appreciates** and to what I call **I'm with yous.**

### Strategy 4-2 I'm with yous



Consider these teacher comments to a student:

- I might make that same mistake.
- Lots of us feel that way.
- I can tell you're worried about that report.
- I can see how you would do that.
- I think I understand how you feel.
- I'd be proud to be in your shoes.
- I can share your sorrow.
- I understand why you would do that.
- It sounds like that was a great day for you.

An **I'm with you** communicates: You are not alone. I am with you.

Often a student will say or do something that makes such a response appropriate, as in this example, which also happens to include an **honest I appreciate:**

> Teacher: What's the formula for the area of a parallelogram?
> Jane: Uh, is it, uh... LW?
> Teacher: I appreciate that risk, Jane. I could tell you weren't sure and yet you did give it a try. No, the formula for the area of a parallelogram is BH.

*Great tranquillity of heart is his who cares for neither praise nor blame.*
*—Thomas a Kempis*

An **I'm with you** is another alternative to praise and rewards. Many students feel alone and essentially inadequate, unknown and isolated. It can be deeply empowering for them to hear that at least one teacher is with them, understands, and expresses that empathetically.

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In short, we often want to show our care for students and to give them some attention. Many students, especially young ones, crave such care and attention. Yet we can provide it without inviting an addiction to our praise. We can often give students healthy attention without any praise at all.

## Strategy 4-4 Plain corrects

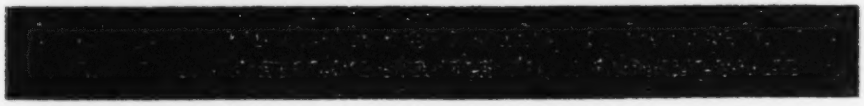
- Yes, that's right.
- Okay.
- Yes, that's just what I wanted.
- Just right.
- Correct.
- Yes, thank you.

These are examples of what I call **plain corrects.** It replaces "Great job! You know your nose is in front of your ears" and other exuberant accolades. It treats students like intelligent, dignified people who prefer straight talk to overstatements. It gives a message cleanly: Your answer was correct. Let's move on.

A plain correct is a judgment; but, unlike praise, which often feels like a judgment of one's self, it is simply a judgment of a student response. It is an assessment by an expert, the teacher, of the accuracy of an answer and, as such, is quite helpful. The student now knows that answer is correct.

When we give students plain, unemotional corrects, we are simply serving as efficient answer keys: "Yes," we say, "you have that one right. Now to the next one..." We do not stir up emotions that might distract students from the intellectual work of learning.

## Strategy 4-5 Plain incorrects



*Everybody is ignorant, only on different subjects.*
*—Will Rogers*

Similar to clean, unemotional feedback for correct answers is feedback for errors:

- No, the correct answer is Louisiana Purchase.
- No, that's not what I wanted. Please use adjectives like those on the board.
- You had the first name right. The correct answer is Thomas Jefferson.
- That's an answer for kidney. Bile is the answer for stomach.

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The alternative? A **silent response.** Keep your observation of the error a secret. Remember the error and perhaps make a note to create an appropriate mini-lesson on another day for the whole class or a small group.

And at that time, do not say, "We need to review too and to. We have not mastered that yet." Or say anything else that may communicate to students, "You should have already learned this." Such a message is unnecessary and may stimulate discouragement. Simply teach the lesson as if it were never taught before. One way to reteach this lesson:

> "Here on the board is an example of too used correctly in a sentence. And a sample of to used correctly. It is, of course, easy to confuse the two. Each of you please write a pair of sentences like that on scrap paper. In one, use too correctly. In the other, use to correctly. Perhaps write about something that recently happened to you."
>
> Then perhaps: "Now please share your sentences with a partner. Check to see that the to and the too are correctly used in both sentences. If your partner wrote something interesting, you might also enjoy reading it. If both are unsure about what is correct, ask another pair of students for help."
>
> A second round of correct-usage practice could focus on a topic: "Now write sentences that deal with pets or animals." For fun and variety, the lesson content could even be shifted: "Here now are two math problems. Work them out alone and then see if you and your partner got the same answer. If not, help each other. If you both got it, try making up a harder one for each other."

In short, we need not point out an error to get students to learn. We can simply teach a lesson about the topic again. As long as such a lesson has a quick pace, it will be an easy review for students who already understand and, for those who do not, a chance to learn in a climate without a tone of failure.

It is not always necessary to keep silent about errors, of course. Once solid, accepting relationships are strong enough, we usually do not mind having someone point out one, or perhaps two, of our errors. However, when unsure, I recommend choosing the **silent response.** It is safer. Let's be like physicians who choose the medicine most likely to avoid harmful side effects.

*The average number of words in the written vocabulary of a six to fourteen year old American child in 1945 was 25,000; the average number today: 10,000.*
*—Evelyn Toynton*

## Strategy 4-7 Praise and rewards for all

A major problem with praise and rewards is that some students get them often, others rarely. Worse yet, those who do not get them can experience despair: "Good answer," says the teacher to Jamie, one of the lovely winners of the class, while inside the heads of other students comes the reaction, "I only wish I were like Jamie, not like me."



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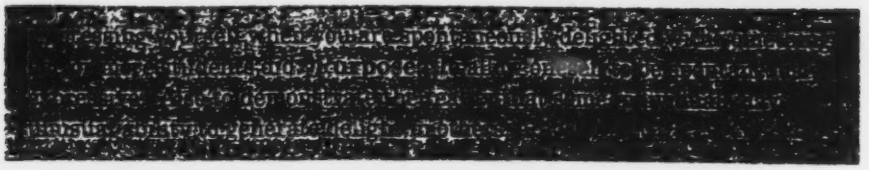
## Strategy 4-8 Honest delights



The preceding strategies give us replacements for individual praise. Students get supportive feedback and encouragement, and we avoid problems of addiction, unfairness, manipulation or puffery. Does that mean that teachers are to suppress the spontaneous delights they experience? No, I would not say so. I can, for example, hear myself saying in a classroom:

- I like the colors on that shirt, Tom.
- Good risk taking, Mike.
- What bright eyes today, Zack.
- Real neat papers you wrote yesterday, Linda.
- What good initiative you took, Jim.
- I was delighted to see how you stuck with your friend, Terry.
- You were truthful, and that was not easy, Sam. I was very happy to see that.
- Great answer, Melanie. Very creative.

I call these **honest delights**. Unlike praise, they are not voiced with an intent to uplift a student. The intent is simply to give vent to a spontaneous joy that welled up in me. We could not be genuine without being willing to express such reactions. And I believe teachers should be genuine.

**Honest delights** are warmer, more infused with emotional energy, than are **I appreciates**. Yet no puffery should be included, no artificial ingredients. They are to be genuine, not exaggerated, and not used to manipulate others to behave in certain ways. Furthermore, an **honest delight** is not to be prolonged to the point that it causes embarrassment for the person involved and generates envy in those overhearing. An **honest delight** is not to be lingered on. It is to be expressed and let go.

- Super design, Tony. I love it. Have you any ideas for your next project?

*If you can read this, thank a teacher.*
*--Bumper sticker*

**Honest delights** are especially appropriate for young students, for young students have a special need to know they can bring delight to the world around them. Perhaps that is why adults naturally smile at young children. It is nature's way of eliciting the response those youngsters need.

As with **I appreciates**, we must take care not to neglect some students when we distribute our **honest delights**. This is not too difficult, since delights need not be based solely on academic performance. We can find something in every student that will delight us if we wait long enough and look closely enough. If you would like help in doing this, I recommend making a list of students and

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Generally, we may want to avoid comments about excellent products when we sense such comments putting at a disadvantage those who cannot produce excellently, students who are equally deserving of our respect and appreciation, of course. Democracy calls for a reasonable amount of equality among citizens.

Besides I believe there is something more valuable to note and publicly reinforce: Not the products of work but the process of living — the calling up of courage, the sticking to a tough task, the lending a hand to a stranger, the thinking through an issue. Not just the excellent students, but all students can stretch in those directions.

In general, I would not ignore many chances to comment about instances in which students strive to use their full potential or to accept themselves as they happen to be. I especially like to empower dignity, energy, self-management, community and awareness, which I remember from their initials, DESCA.

The chart below shows how we might use **I appreciates** and **I'm with yous** to inspire those five qualities. Note that I would want such comments distributed widely among students, not restricted to a few. If I sensed some students needed an extra dose of any such talk, I might talk privately to them, aiming to give them what they need without generating envy in others.

| | **I Appreciates** | **I'm With Yous** |
|---|---|---|
| Inspiring Dignity | I appreciate the way you stand tall. • I really like the way you spoke up for yourself. • I enjoy the confidence you are showing. • I like the way you defended your friend. • I like how you said it as if you meant it. • I sure appreciate the way you look straight in people's eyes. • I like how you speak with authority. | I can imagine how you felt after speaking up that way. • I'm also proud of myself when I go that extra mile. • I think I know how you felt when you insisted on your rights. • It's sometimes hard, isn't it, to call on your will power? • There was a time when I, too, could not get all the courage I wanted. |

*You have to be either critically loving or a loving critic, but you should never be indifferent.*

*—John Gardner*

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| | | |
|---|---|---|
| Inspiring Awareness | Thank you very much for: • Being so alert. • Reading with an open mind. • Bringing your attention back when it drifted. • Ignoring the distractions outside. • Thinking back and remembering past ideas. • Noticing that someone needed help. • Noticing the nonverbal messages. • Keeping your attention focused. • Studying the details. • Opening to the big picture. • Wondering what else. • Noticing your feelings. • Enjoying those sounds. • Keeping a log of your thoughts. • Searching below the surface. • Noticing how things are going. • Seeing what is undone. | I too sometimes: • Like to look at colors. • Must stop and remember what I wanted to do. • Enjoy being in woods. • Wonder about my dreams. • Need to pull myself out of dullness. • Think about the past few days in my life. • Wonder about my feelings. • Notice lots of things on my mind. • Like to avoid feelings of guilt. • Find it useful to check the mood of the classroom. • Lose my sense of dignity. • Do not manage myself as well as I want to. • Go too fast without noticing it. • Need to stop and ask myself what's the next thing I want to do. • Think back over the day and wonder what I should do next time. |

**A Teacher Comments**

*I used to give rewards for everything. It got so the kids would do nothing unless they got a star or candy. No more. I use only I appreciates and honest delights. When a boy draws a picture now, I look him in the eye warmly and say, "I like it!" When a girl picks up the blocks, I smile and say, "Thank you!" It's all honest and polite and immediate. No big deal. The staff like it too and, somehow, the kids seem more self-composed*

— Frances Fenton, Day Care Center Director

*I was amazed at how empty my praise had become. So often I felt vaguely dishonest. Yet I too was addicted to praise. It wasn't easy to break the habit. I'm getting a non-praise habit, but slowly. I mainly ask opinion questions and respond with Thank yous. I'm surprised how easy the shift was on students. I put the following list on my desk and that is helping me.*

1. *Honest I appreciates — Thank you.*
2. *I'm with yous — I understand. You are not alone.*
3. *Plain corrects — Yes. Right.*
4. *Plain incorrects — No, the answer is...*
5. *Silent responses — (Just note for possible future instruction.)*
6. *Rewards for all — The group did well today.*
7. *Honest delights — Truly felt compliments. (Am I neglecting anyone?)*
8. *DESCA inspirations — Who's showing dignity, working with energy, exercising self-management, living in good community, striking out in awareness?*

— Tom Clarence, High School History Teacher

*Think about how hard it is to change yourself. Then you will understand how hard it is to change others.*

*—Anonymous*



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- Touch your nose with one finger, your left ear with another.
- Write something you are good at when it comes either to eating or some sport.
- Until I say stop, write as many pairs of words as you can that rhyme, starting with the letter A.
- Make notes or draw something about a time you had an urge to do something but stopped yourself, maybe because you thought it was not an intelligent thing to do. "Go."

As students write or speak, the teachers might see an extra chance to advance dignity, self-managed energy, awareness, or any important human quality:

- Jennifer, a memory challenge: I'd like to ask you if you can remember something you just wrote without looking at it. But first, tell me: Is it okay if you cannot do that? Why is it okay if someone cannot do something sometimes? Okay, Jennnifer: What is the second word you wrote?
- Billy, a listening challenge: Can you tell us what you heard Tom just say?
- Sue, a self-management challenge: Before you tell about one of your worries, let me ask if a worry crossed your mind that you decided *not* to risk mentioning. I ask that because I think it is smart to think about both what to say and what not to say. Anyone guess why I think that is smart?
- Tom, an awareness challenge: Keeping your eyes closed, can you tell what shirt Kurt is wearing?
- Tami, a dignity challenge: Can you repeat your answer with more power, saying it like you really mean it?
- Anyone, a self-managed energy challenge: Who can give an idea for keeping your attention on this activity when you notice it is starting to slip?
- Before we end this session, think of something you appreciate about someone in this group or yourself. Who would risk telling us something?
- A neatness challenge: Look at your notes and put your finger on any part you were able to do very neatly.

*The greater a man is, the more distasteful is praise and flattery to him.*

*—John Burroughs*

Perhaps set a timer for ten minutes and when the bell rings, instruct the students to return to usual classwork. No need to explain the purpose of the group. Students usually see the activity as simply another classroom activity. If students ask, I might say it is a group to practice quick thinking skills.

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## Appendix Q

A YUMMY SURVEY:

DIRECTIONS:

1. You are to question/survey 10 different friends or /and family about the following topic.
2. Please ask them if they would answer a few questions about candy.
3. After asking them these questions, thank them for their time.
4. Tell them that no names will be used, just their opinions.
5. Make tally marks under each letter.

THE QUESTIONS:

1. Which candy to you like the most?
   a. M & M's b. Snickers c. Reeses Peanutbutter d. Licorice

   e. suckers f. taffy g. $100,000 Grand

2. How often do you eat this candy?
   a. every day b. twice a week c. once a month d. once every 6 months

3. Where do you mostly buy this kind of candy?
   a. at a gas station b. at a grocery store c. at a drug store

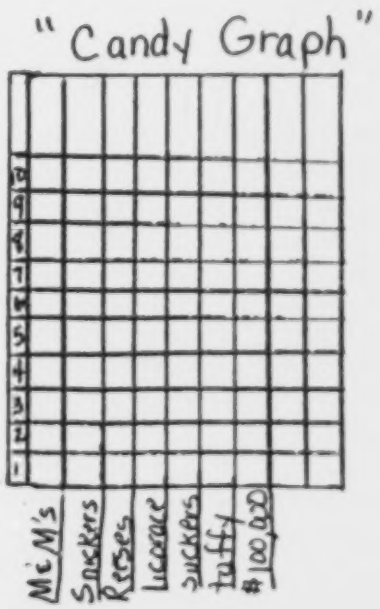
   d. Walmart/K-Mart

4. Do you buy it yourself or does someone get it for you?
   a. buy it myself b. bought by someone else

5. Do you buy more than one when you buy this candy?
   a. buy only one at a time b. buy more than one at a time

GRAPHING:

1. Tally up your answers.
2. Design your graph.
3. Follow the example below.

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# Appendix R

**Title:** Give me 5!!!
**Subject:** Positive discipline/classroom rules

**Objectives:**

1. Students will listen to a story.
2. Students will brainstorm a list of classroom rules.
3. Students will learn what "give me 5" means.

**Procedure:**

1. The teacher will read Lilly's Purple Plastic Purse.
2. The teacher will lead a discussion on the character's behavior in the story.
3. The teacher will ensure that the students become aware for the need to have classroom rules.
4. The teacher will lead a brainstorm session on developing a list of classroom rules making sure that they fall under the titles, "Take care of yourself", Take care of your friends", and "Take care of your world".
5. The teacher will tell the students that the most important job they have is to listen to the teacher. She explains that they need to "give her 5".
6. The teacher will explain that when she says, "Give me 5" the students need to do the following: 1. Eyes on the speaker 2. Mouths quiet 3. Ears on for the speaker 4. Bodies still 5. Hands in lap folded.
7. The students will review the rules and practice "give me 5".

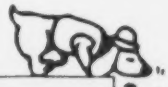
**Materials:**

Large paper
Markers
Lilly's Purple Plastic Purse

**Assessment:**

Students will be assessed using teacher observation and student participation.

# Tracking Down Emotions



| | | | |
|---|---|---|---|
| abandoned | delighted | impressed | relieved |
| affectionate | depressed | infatuated | restless |
| agonized | destructive | inspired | sad |
| alone | determined | interested | satisfied |
| ambivalent | different | intimidated | scared |
| angry | distracted | jealous | secure |
| annoyed | disturbed | joyful | sensitive |
| anxious | dominated | kind | silly |
| apathetic | eager | lazy | sneaky |
| awed | earnest | lonely | sorrowful |
| bad | empty | lost | spiteful |
| betrayed | energetic | loving | stupid |
| bitter | envious | low | sulky |
| bold | evil | lucky | suspicious |
| bored | excited | mad | sympathetic |
| brave | exhausted | mean | talkative |
| calm | fearful | miserable | tempted |
| capable | foolish | nervous | tense |
| challenged | frantic | nutty | terrible |
| cheated | free | obnoxious | terrified |
| cheerful | frightened | obsessed | threatened |
| childish | frustrated | odd | tired |
| clever | glad | outraged | trapped |
| combative | good | overwhelmed | troubled |
| competitive | greedy | panicked | ugly |
| concerned | grief-stricken | pathetic | uncertain |
| confident | guilty | peaceful | uneasy |
| confused | happy | persecuted | unhappy |
| contented | hateful | pity | unsure |
| courageous | helpful | pleased | useless |
| cruel | helpless | pressured | violent |
| crushed | homesick | pretty | weepy |
| curious | honored | proud | wicked |
| deceitful | horrible | quarrelsome | wonderful |
| defeated | hurt | rejected | worrisome |
| dejected | ignored | relaxed | zany |

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## Boost Or Bust!

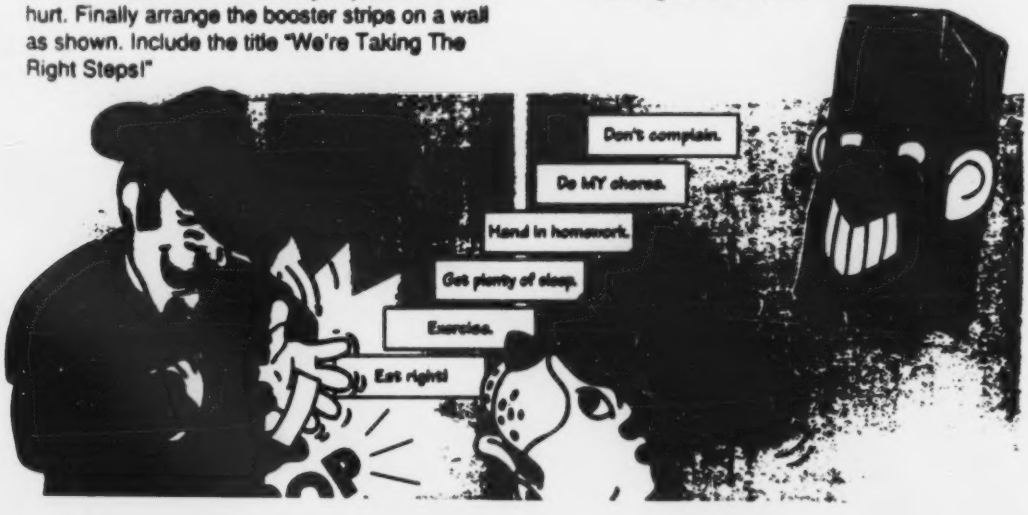
Help students realize that they have control over whether they feel good or bad about themselves. Instruct each child to list six *boosters*—actions or attitudes that will make her feel better about herself (getting plenty of exercise, practicing to become good in a sport, completing assignments on time, etc.). Then have her list six *busters*—actions or attitudes that cause her to feel negative about herself (watching too much television, missing a deadline for a project, comparing herself to others, etc.). Invite each student to share her boosters and busters with the class. Then give each child a 9" x 3" strip and a 1" x 2" strip of paper. Instruct the student to write a booster on the large strip and a buster on the small strip. Collect the small strips in a lunch-size paper bag.

Tell students that the bag represents the person who allows negative actions and attitudes to build. Blow up the bag; then ceremoniously pop it. Ask students, "Who gets hurt when negative actions and attitudes build up?" Of course, the person who has stored up the negativity suffers. However, the students' ears are also hurt by the loud noise that the bag makes. When we store up negative actions and attitudes, we often hurt others when we finally explode from the hurt. Finally arrange the booster strips on a wall as shown. Include the title "We're Taking The Right Steps!"

## Tracking Down Emotions

Looking for ways to make students more aware of their emotions? Use the feeling words listed on the reproducible on page 44 as the basis for the following fun activities:

- Many of the words on the list will be new to your students. Use the list as vocabulary and spelling words.
- Duplicate the list; then cut apart the words and store them in a canister. Have the class sit in a circle. In turn have each student draw a word and tell about a time when he experienced that feeling.
- Duplicate a copy of page 44 for each student to keep in her notebook. During journal-writing time, encourage each student to choose one of the words and write about an event in her life that caused her to experience that feeling.
- Give each student a small paper bag. Have the student select one emotion from the list; then have him use crayons, markers, glue, and other art materials to transform his paper bag into a mask that displays that emotion. After the masks are made, have each student write a puppet skit that identifies a situation during which his emotion might be felt. (You may wish to pair up students for this activity.) After students have performed their puppet skits, mount the masks on a bulletin board with the caption "Masking Your Emotions."

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## Now Featuring...

Overcome a student's shyness or hesitancy about sharing anything of a personal nature with this star-studded display. Enlarge the television announcer on page 42 to add to the board. Cut out four large stars (see the pattern on page 45) from yellow paper. Laminate the stars; then add them to the display as shown. Duplicate a class list. Cut the names apart and store them in an envelope. Each week hold a drawing to pick the student of the week. Use a wipe-off marker to label the top star with the honored child's name. Then use the activities that follow on this page and on pages 37 and 38 to add a variety of self-esteem-building components to the display.

## ★ Personal Preferences ★

Want to know what tickles your students' fancy? At the beginning of the year, give students the reproducible on page 46. Students will complete the open-ended statements and then support them with reasons. File the forms. Each week mount the student of the week's completed form on one of the star shapes on the bulletin board.

## ★ Your Life And Times ★

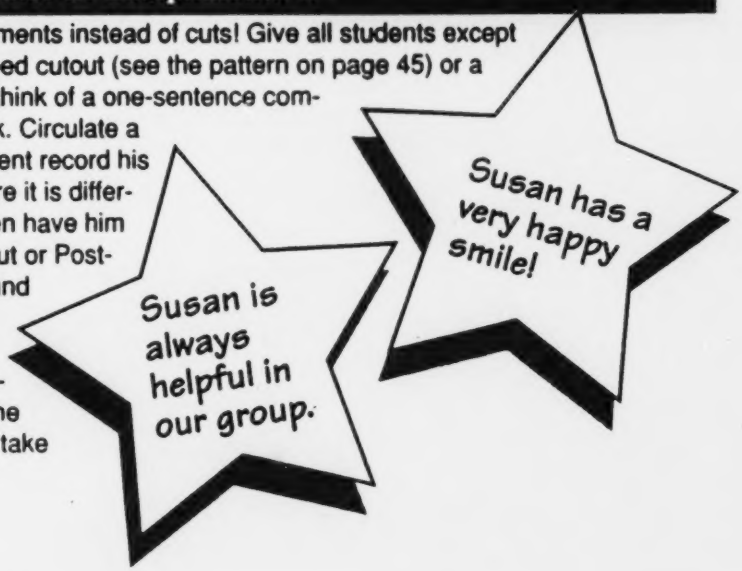
Here's a different way to have students share autobiographical information. Give each student a copy of the reproducible on page 47. On the form, the student will highlight important events in his life using a timeline format, then fill in information about family members, places he has lived or visited, special hobbies he enjoys, etc. Display the student of the week's sheet on one of the board's star cutouts.

## ★ A Personal Silhouette ★

Enlist the assistance of a parent volunteer to help you make a silhouette of each student. To create a silhouette, tape an 18" x 24" sheet of black paper to a wall. Position a chair on the floor in front of the paper so that when the student sits down and a light is directed her way, a profile of the student's head can be traced. Cut out each outline; then store the silhouettes for later use. Mount the student of the week's silhouette on one of the star cutouts.

## ★ A Booklet Of Compliments ★

Challenge students to give compliments instead of cuts! Give all students except the one being spotlighted a star-shaped cutout (see the pattern on page 45) or a Post-It® Brand note. Ask students to think of a one-sentence compliment about the student of the week. Circulate a sheet of lined paper. Have each student record his compliment on this sheet, making sure it is different from those already on the list; then have him write his compliment on the star cutout or Post-It® note. Staple the compliments around the three larger stars on the board. When it is time to spotlight the next student, staple these compliments together to make a minibooklet. Give the booklet to the student of the week to take home.

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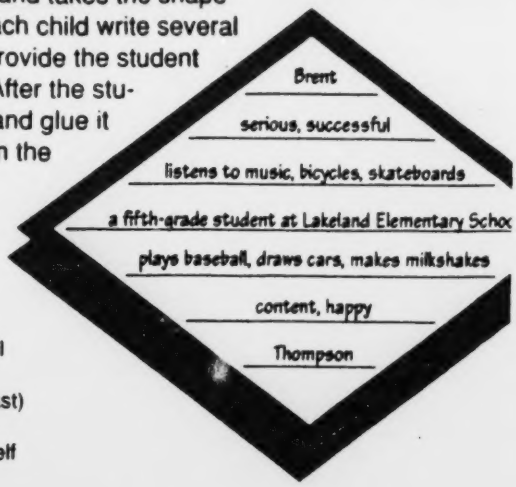
## ★ A Personal Diamante ★

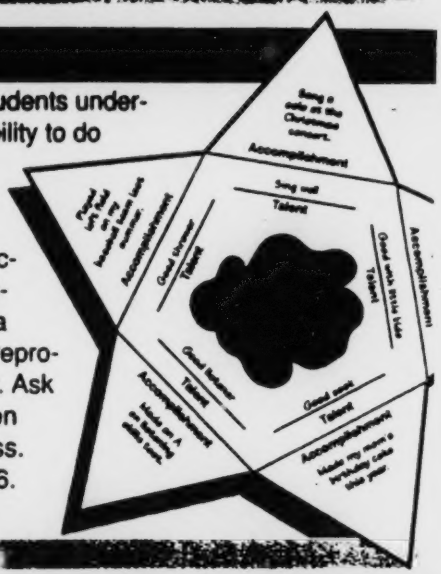
A *diamante* is a form of poetry that has seven lines and takes the shape of a diamond (see the diagram and example). Have each child write several diamantes about herself and select her favorite one. Provide the student with a copy of the diamond-shaped form on page 45. After the student copies her poem on the form, have her cut it out and glue it onto a sheet of colored paper. Direct the student to trim the colored paper, leaving a one-inch border around the poem. Add the student of the week's diamante to the display on page 36; or post the diamantes on a bulletin board titled "Personal Poetry."

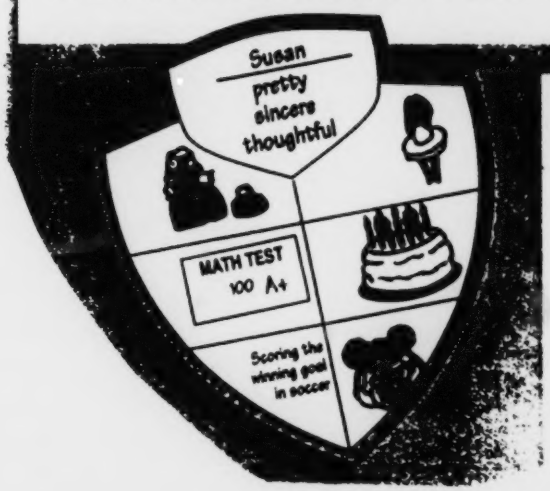



**Line 1:** First name
**Line 2:** Two adjectives that describe your feelings about school
**Line 3:** Three verbs telling what you like to do
**Line 4:** A phrase that connects the other lines (write this one last)
**Line 5:** Three verbs telling what you are good at doing
**Line 6:** Two adjectives that describe how you feel about yourself
**Line 7:** Last name

## ★ Star Talents ★

Invite your class to go stargazing with this activity! Help students understand the difference between a *talent* (a natural or learned ability to do something) and an *accomplishment* (using that ability to execute and successfully complete an action). Suggest examples of talented people; then have students brainstorm a list of talents and discuss how these talents can be used to accomplish certain feats. For example, if a person is well coordinated *(a talent)*, he may be able to play baseball or swim on a team *(an accomplishment)*. Give each student a copy of the reproducible on page 48 that has been duplicated on yellow paper. Ask him to write his talents and accomplishments on the star. Then have students cut out their stars and share them with the class. Save these stars to use later for the bulletin board on page 36.




## ★ A Personal Shield ★

Shield your students against doubts of self-worth by having them make pieces of armor to combat negative thoughts. Duplicate the shield pattern on page 49 for each student. Direct students to list words, or draw a picture or symbol, for each of the shield's numbered spaces as described on the pattern page. Add a child's shield to the display during his special week.

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## A Rose By Any Other Name...

Students can be very creative in ridiculing their classmates. One favorite target is a person's name. Survey students to find out how many have had others make fun of their names. Then read *Chrysanthemum* by Kevin Henkes (published by Greenwillow Books). This humorous picture book describes how a little mouse named Chrysanthemum deals with her classmates' ridicule of her name. Use the story to generate discussion about peer mocking and how to handle it. Ask students, "How did Chrysanthemum's classmates make her feel? What realizations made Chrysanthemum feel better about her name?" Discuss the positive steps and attitudes students can adopt to help them cope with peer ridicule.

## Making A Name For Myself

Your name—it's the label you respond to, but does it say anything about who you are as a person? Give each student a chance to create a new name for himself. Have each child reflect on one thing in his life that makes him unique; then have him create a name for himself that illustrates that special quality. For example, a student who loves to run fast may name himself "Runs Swiftly Like The Wind." Ask each child to share his name and its meaning with the rest of the class.

Next give each student a tagboard strip on which to write his new name and add illustrations. Have the student place two small pieces of magnetic tape on the back of the strip at the ends; then have him mount the strip on his desk for a handy desktag of distinction!

## Wanted: A Good Friend!

Nothing makes someone feel better than to have a good friend. Encourage students to think about what it takes to be a friend by creating a class poster about friendship. Begin by having each student make two lists: "What A Good Friend Will Do" and "What A Good Friend Will Not Do." Have students take turns sharing their lists while you write the characteristics named most often on the board. After the sharing time, have a student draw a friendly face at the top of a piece of poster board. Under the picture, make two columns listing the most popular characteristics named by students. Display the poster as a reminder of what it means to be a friend. *Adapted from an idea by Dorsay Howard, Johnson Street Elementary School, High Point, NC*

WANTED:
A Good Friend!
A good friend will...
greet you with a smile.
help you when you need help.
remember your birthday.
A good friend will not...
hold a grudge.
leave you when you need him or her.
make fun of you.



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## Appendix T

Kindness & Helpfulness

1. The story "The Lion and the mouse" is read to the class by the students.

2. Determine the moral of the story.

3. Get into groups/teams to develop ways that can help or show kindness to other.....students....their family....their neighbors.

4. Choose one idea and put onto big paper.

5. Design picture with markers

6. Present to class and explain their ideas.

7. Put the idea in action!

8. Write a page report as a group on your results.

9. Read to class

# Appendix U

**Title:** What does respect look and feel like?

**Subject:** Character Development

**Objectives:**

1. Students will brainstorm what respect looks and feels like.
2. Students will draw what respect looks and feels like.
3. Students will create their own picture showing respect.
4. Students will create a shamrock.

**Procedure:**

1. The teacher will lead a discussion on what respect is.
2. The students will brainstorm situations that they can remember that were respectful or disrespectful.
3. The students will take turns drawing on large paper what respect looks and feels like to them.
4. Each student will then draw their own picture of when they were respectful to someone.
5. Each student will draw this on a white shamrock. This shamrock will be glued onto a green shamrock.
6. The completed shamrocks will create the bulletin board, "Filling our pot of gold with respect".

**Materials:**

Large paper
Markers
White and green shamrocks

**Assessment:**

Student will be assessed with teacher observation, participation, and completed shamrocks.

# Appendix V

## Weekly Student Engaged Learning Inventory

Week _____ Class_____

| | | | |
|---|---|---|---|
| Enjoyed yourself at school | Frequently | Sometimes | Barely |
| Did your best work this week | Frequently | Sometimes | Barely |
| Worked well with others | Frequently | Sometimes | Barely |
| Made any poor choices this week | Frequently | Sometimes | Barely |
| Excited about your learning | Frequently | Sometimes | Barely |

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